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ABSTRACT

A part of the Social Studies program for third graders in Duval County Public Schools (Jacksonville, Florida) is represented in this curriculum guide. The guide focuses on Jacksonville's history and emphasizes the relationship between people and their environment at various times in history and changes occurring in those relationships. The central theme, "You and Your Environment," is expanded into a primary idea, "Conflict and Interdependence Brought about the Growth and Development of Jacksonville," and into secondary ideas which are different for each unit of study. Performance objectives along with suggested activities for meeting them are listed for each unit of study. Teacher appendices describe Jacksonville's history, discuss transportation of the past and present, describe the great Jacksonville fire of 1901, discuss Jacksonville in the 20th century, and provide materials for studying community leaders. A list of resources that were used to compile this manual are also included. (CMG)

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JACKSONVILLE HISTORY CURRICULUM GUIDE

GRADE 3

1982

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INTRODUCTION

The Jacksonville History curriculum guide represents a part of the Social Studies program for Grade Three.

This guide was prepared for teachers who are currently teaching in Duval County as well as for those entering the School System for the first time. It is not intended to restrict or limit, but to assist by specifying key concepts and objectives to be taught to third grade students. It also lists possible resources which may be used for instruction.

The following information is given to help the teacher use the guide effectively:

1. A central theme with primary and secondary ideas has been stated. The emphasis is on the relationships between people and their environments at various times in history and changes occuring in these relationships.

2. Suggested activities are given for meeting the performance objectives. These are not to be considered all-inclusive or necessarily to be completed by all students.

3. A list of resources used to compile the manual has been included. The use of a variety of supplementary instructional materials for the theme is encouraged. These include trade books, filmstrips, slides, films, encyclopedias, field trips, recordings, periodicals, and community resources.

JACKSONVILLE HISTORY SCOPE AND SEQUENCE

GRADE LEVEL: Three

THEME: You and Your Environment

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEAS:
- 3.1 People choose their environment to meet their needs.
- 3.2 Conflicting needs cause people to change their environment.
- 3.3 Economic reasons cause people to develop their environment.
- 3.4 People struggle to overcome adversities in their environment.
- 3.5 People influence the use of resources in their environment.
- 3.6 People organize to provide order, leadership, and protection.

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME Two Weeks

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.1 People choose their environment to meet their needs.

OBJECTIVE:

3.1.1 Identify the French need for religious freedom and the Spanish need for power as reasons for coming to the Jacksonville area.

3.1.2 Write three reasons why the Jacksonville area met the needs of the French and Spanish.

3.1.3 Distinguish between the French and Spanish treatment of the Americans (Timucuans).

SUGGESTED ACTIVITIES

ACTIVITY 1 (see Teacher Appendix 3.1 p. 78-94)

Materials

Blank cassette tape, 10 copies of student booklet, A River and Its People, listening center, suggested teacher questions.

Directions or Strategies

Due to the vocabulary level of the student book, all activities using this material should be completed orally or on tape with students having a copy so that they can read along.

Teacher will record first part of A River and Its People, "Jacksonville's Beginnings". A listening center will be set up with tape and one copy of the student booklet for each student in the group.

After students listen to tape, teacher leads discussion. The following are suggested teacher questions with answers that can be used to check students' knowledge.

1. Identify three foods that the Timucuans grew.

   corn, beans, squash

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME Two Weeks

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

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OBJECTIVE:
- 3.1.1 Identify the French need for religious freedom and the Spanish need for power as reasons for coming to the Jacksonville area.
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SUGGESTED ACTIVITIES

2. What is another name for corn?

   maize

3. Why did the settlers call the St. Johns River a "different river"?

   The river flows north. No other river in the United States does that.

4. Name the Indian trail that became the first highway.

   King's Road

5. Why did the French come to Florida?

   freedom to worship

6. List three reasons why Fort Caroline was a good place for the French to build.

   good water, plenty of building material, good weather, near path of Spanish treasure ships

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME Two Weeks

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SUGGESTED ACTIVITIES

7. Why didn't the Spanish want the French in Florida?

   They were Protestant and the French would steal their treasure.

8. How did the French and Spanish treat the Timucuans?

   The Spanish were mean and cruel and tried to make them become Catholics.

   The French were friendly to Timucuans until the food ran out.

The teacher may also decide to take the role of storyteller. After telling Jacksonville's beginnings, teacher leads class discussion.

If appropriate pictures are available, they could be used to supplement the story on the overhead projector or as a flannel board story.

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME Two Weeks

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SUGGESTED ACTIVITIES

ACTIVITY 2 (see Teacher Appendix 3.1 p. 95-96)

Materials

Copies of Vocabulary Exercises I and II for each student.

Directions or Strategies

After directions from teacher, student will complete the two vocabulary exercises.

Vocabulary Words:

Colony	French	Ponce de Leon
De Gourgues	Huguenots	Ribault
European	Laudonniere	Sir John Hawkins
Fort Caroline	Menendez	Spanish
Fort San Mateo	Native Americans	Timucuans

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME Two Weeks

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OBJECTIVE:
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SUGGESTED ACTIVITIES

ACTIVITY 3 (see Teacher Appendix 3.1 p. 97-98)

Materials

Poster board for patterns, glue, construction paper: blue, red, yellow, white.

Directions or Strategies

Students will make the French and Spanish flags.

Teacher will make poster patterns of the fleur-de-lis, lion, and castle.

Each student is given one-half sheet of the four colors of construction paper. Using the poster board patterns, students cut out three fleur-de-lis, two lions, and two castles.

Student assembles flags.

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME Two Weeks

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

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OBJECTIVE:
- 3.1.1 Identify the French need for religious freedom and the Spanish need for power as reasons for coming to the Jacksonville area.
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SUGGESTED ACTIVITIES

ACTIVITY 4 (see Teacher Appendix 3.1 p. 99-100)

Materials

Shoeboxes, twigs, leaves, grasses, assorted materials, reference books.

Directions or Strategies

After studying about the construction of Fort Caroline and the Timucuan Village, Ossachite, the students will build either dioramas or models of these two places.

A model could also be made of the river, Duval County, and the locations of the Timucuan Village and Fort Caroline.

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME Two Weeks

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

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OBJECTIVE:
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- 3.1.3 Distinguish between the French and Spanish treatment of the Americans (Timucuans).

SUGGESTED ACTIVITIES

ACTIVITY 5 (see Teacher Appendix 3.1 p. 101-102)

Materials

Reference books, map of Duval County for each student, pencils.

Directions or Strategies

After doing research, students will locate and place on a map of Duval County the following locations:

St. Johns River
Atlantic Ocean
King's Road
Ossachite, Timucuan Village
Fort Caroline
Original location of Ribault's monument marker

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME Two Weeks

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

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OBJECTIVE:
- 3.1.1 Identify the French need for religious freedom and the Spanish need for power as reasons for coming to the Jacksonville area.
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SUGGESTED ACTIVITIES

ACTIVITY 6 (see Teacher Appendix 3.1 p. 103-104)

Materials

Reference books, cloth, yarn, dolls.

Directions or Strategies

After doing research, students will design and make clothes for the following:

- French colonist
- Menendez
- Ribault
- Spanish soldier
- Timucuan

If dolls are not available, students could do the same activity substituting paper dolls.

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME Two Weeks

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.1 People choose their environment to meet their needs.

OBJECTIVE:
- 3.1.1 Identify the French need for religious freedom and the Spanish need for power as reasons for coming to the Jacksonville area.
- 3.1.2 Write three reasons why the Jacksonville area met the needs of the French and Spanish.
- 3.1.3 Distinguish between the French and Spanish treatment of the Americans (Timucuans).

SUGGESTED ACTIVITIES

ACTIVITY 7 (see Teacher Appendix 3.1 p. 105)

Materials

Reference books, paper, crayons, pencils.

Directions or Strategies

After studying about Ribault's monument and the purpose for which it was used, the students will design a monument that could be used by explorers today.

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME One Week

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.2 Conflicting needs cause people to change their environment.

OBJECTIVE: 3.2.1 Define plantation and point out the economic importance of plantation life to the British.

3.2.2 Identify two major reasons the British left the Jacksonville area. (religion, politics)

SUGGESTED ACTIVITIES

ACTIVITY 1 (see Teacher Appendix 3.2 p.107-108)

Materials

Blank cassette tape, 10 copies of the student booklet, A River and Its People, a listening center, suggested teacher questions.

Directions or Strategies

Due to the vocabulary level of the student book, all activities using this material should be completed either orally or on tape with students having a copy so that they can read along.

The teacher will record "Plantation Days" from the student booklet. A listening center will be set up with a tape and one copy of the student booklet for each student in the group.

After students listen to tape, the teacher leads discussion. The following are suggested teacher questions with answers that can be used for evaluation.

1. Who built the missions in the Jacksonville area?

   Spanish

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME One Week

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.2 Conflicting needs cause people to change their environment.

OBJECTIVE: 3.2.1 Define plantation and point out the economic importance of plantation life to the British.
3.2.2 Identify two major reasons the British left the Jacksonville area. (religion, politics)

SUGGESTED ACTIVITIES

2. Land given to people who promise to settle and live on it for ten years is called a land grant.

3. What were the large pieces of land called?
plantations

4. Name three crops grown on plantations.
answers will vary

5. Why were plantations important to the British?
supplied needs of the settlers, goods exported to Europe

6. Give two reasons why the British left the area after the Spanish came back.
They wanted religious freedom. They didn't want to live under Spanish rule.

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME One Week

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.2 Conflicting needs cause people to change their environment.

OBJECTIVE:
3.2.1 Define plantation and point out the economic importance of plantation life to the British.
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SUGGESTED ACTIVITIES

As an alternative to this activity, the teacher may also decide to take the role of storyteller. After reading "Plantation Days", the teacher leads class discussion.

If available, pictures could be used to supplement the story. An overhead or opaque projector could be used or a puppet could be used to tell the story.

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME One Week

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.2 Conflicting needs cause people to change their environment.

OBJECTIVE:
3.2.1 Define plantation and point out the economic importance of plantation life to the British.
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SUGGESTED ACTIVITIES

ACTIVITY 2 (see Teacher Appendix 3.2 p. 109-112)

Materials

Copies of vocabulary sheets "Plantation Scramble" and "Plantation Days Puzzle" for each student.

Directions or Strategies

After directions from teacher, students will complete the two vocabulary sheets.

Vocabulary Words

1. tabby
2. plantation
3. missionary
4. British
5. land grant
6. indigo
7. mission

Answer Key: "Plantation Scramble"

1. missionary
2. British
3. land grant
4. plantation
5. mission
6. tabby
7. indigo
8. Spanish

Answer Key: "Plantation Days Puzzle"

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME One Week

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.2 Conflicting needs cause people to change their environment.

OBJECTIVE:
3.2.1 Define plantation and point out the economic importance of plantation life to the British.
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SUGGESTED ACTIVITIES

ACTIVITY 3

Materials

"Early Homestead" Muse Box from Jacksonville Museum of Arts and Sciences.

Directions or Strategies

Place trunk in front of classroom for a period of time and allow students to "brainstorm" about what may be in the trunk.

Using directions in trunk, discuss its contents with students.

Allow students to explore the trunk in groups either in a learning center or at assigned times during the day.

Students may report their "findings" to the class.

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME One Week

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

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3.2.1 Define plantation and point out the economic importance of plantation life to the British.
3.2.2 Identify two major reasons the British left the Jacksonville area. (religion, politics)

SUGGESTED ACTIVITIES

ACTIVITY 4 (see Teacher Appendix 3.2 p. 113)

Materials

Drawing paper, pencil, newsprint and crayon for each student.

Directions or Strategies

Plan a field trip to Kingsley Plantation.

The students may use newsprint and crayon to make grave rubbings in the Fort George Cemetery. (get permission)

The students may use drawing paper and pencil to sketch the tabby slave quarters.

Yellow Bluff State Historical Site and a ferry ride at Mayport may also be included on this trip.

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME One Week

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.2 Conflicting needs cause people to change their environment.

OBJECTIVE:
3.2.1 Define plantation and point out the economic importance of plantation life to the British.
3.2.2 Identify two major reasons the British left the Jacksonville area. (religion, politics)

SUGGESTED ACTIVITIES

ACTIVITY 5

Materials

Crushed shells, plaster of paris, cardboard, construction paper, picture of tabby house.

Directions or Strategies

Students may work individually, in pairs or groups to construct a model of a tabby house.

Use plaster of paris mixed with crushed shells to construct walls. Use cardboard or construction paper for roof and door. Construct the model on a piece of heavy cardboard.

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME One Week

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.2 Conflicting needs cause people to change their environment.

OBJECTIVE:
3.2.1 Define plantation and point out the economic importance of plantation life to the British.
3.2.2 Identify two major reasons the British left the Jacksonville area. (religion, politics)

SUGGESTED ACTIVITIES

ACTIVITY 6

Materials

Drawing paper, pencil and crayons for each student.

Directions or Strategies

Draw a plantation, identifying crops, main house, and slave quarters.

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME One Week

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.2 Conflicting needs cause people to change their environment.

OBJECTIVE:
3.2.1 Define plantation and point out the economic importance of plantation life to the British.
3.2.2 Identify two major reasons the British left the Jacksonville area. (religion, politics)

SUGGESTED ACTIVITIES

ACTIVITY 7

Materials

Crayons, scissors, magazines, poster board, newspaper.

Directions or Strategies

Students may work individually or with a partner to make a poster that has pictures of crops produced on plantations and ways in which they are used.

The crops themselves and the products derived from that crop may be cut from magazines or drawn by the student and colored.

Students may use newspaper to find products that are derived from crops that were grown on plantations.

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME One Week

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.2 Conflicting needs cause people to change their environment.

OBJECTIVE:
3.2.1 Define plantation and point out the economic importance of plantation life to the British.
3.2.2 Identify two major reasons the British left the Jacksonville area. (religion, politics)

SUGGESTED ACTIVITIES

ACTIVITY 8

Materials

Display table, paper, magic marker, (spoons if necessary).

Directions or Strategies

Have volunteers to bring in samples of different crops that were produced on plantations and put them on display with labels. Examples are: cotton, sweet potatoes, sugar cane, persimmons, Irish potatoes, figs, oranges, rice, and corn.

If possible, provide samples for students to taste.

Students may make a chart of the foods they like and dislike.

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME One Week

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.2 Conflicting needs cause people to change their environment.

OBJECTIVE:
3.2.1 Define plantation and point out the economic importance of plantation life to the British.
3.2.2 Identify two major reasons the British left the Jacksonville area. (religion, politics)

SUGGESTED ACTIVITIES

ACTIVITY 9

Materials

Craft paper and crayon for each student.

Directions or Strategies

Plan a morning trip to Kingsley Plantation (telephone 251-3122), address P.O. 321, Ft. George, Florida 32226. Location on A-1-A Hecksher Drive; open from 8:00 a.m. to 5:00 p.m.; call for special tour information. When the students return to the classroom, have them design a mural depicting plantation life.

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME One Week

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.2 Conflicting needs cause people to change their environment.

OBJECTIVE:
3.2.1 Define plantation and point out the economic importance of plantation life to the British.
3.2.2 Identify two major reasons the British left the Jacksonville area. (religion, politics)

SUGGESTED ACTIVITIES

ACTIVITY 10 (see Teacher Appendix 3.2 p. 114)

Materials

Pictures of Union Jack flag and Spanish flag, paper, pencil, ruler, and crayons.

Directions or Strategies

Draw and color a Union Jack flag and a Spanish flag.

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME One Week

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.2 Conflicting needs cause people to change their environment.

OBJECTIVE:
3.2.1 Define plantation and point out the economic importance of plantation life to the British.
3.2.2 Identify two major reasons the British left the Jacksonville area. (religion, politics)

SUGGESTED ACTIVITIES

ACTIVITY 11

Materials

Chalkboard, chalk, paper, and pencils.

Directions or Strategies

The teacher will draw a chart on the board. Have the students copy the chart, then fill it in comparing English and Spanish customs.

Example:

	Food	Language	Religion	Settlement Policies
ENGLISH				
SPANISH				

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME One Week

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.2 Conflicting needs cause people to change their environment.

OBJECTIVE:
3.2.1 Define plantation and point out the economic importance of plantation life to the British.
3.2.2 Identify two major reasons the British left the Jacksonville area. (religion, politics)

SUGGESTED ACTIVITIES

ACTIVITY 12

Materials

Puppets on hand or paper bags, scissors, glue, construction paper, and crayons.

Directions or Strategies

Have the students write a short play concerning the Spanish coming back to the Jacksonville area.

The teacher will list certain facts on the board that the students should keep in mind when writing the play, i.e., religion of each country, policies for settlement, reasons for settling.

The students will present a puppet play using their script.

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME One Week

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.2 Conflicting needs cause people to change their environment.

OBJECTIVE:
3.2.1 Define plantation and point out the economic importance of plantation life to the British.
3.2.2 Identify two major reasons the British left the Jacksonville area. (religion, politics)

SUGGESTED ACTIVITIES

ACTIVITY 13 (see Teacher Appendix 3.2 p. 115-116)

Materials

Activity sheets "Friendly Advice" and "How Does This Person Feel?" for each student.

Directions or Strategies

Complete activity sheets. Relate the problems to how the British felt when Spain again ruled Florida.

Propose questions such as:

"What if we had a new principal who changed all school rules?" (no P.E., no parties, no art)

"What if we had a new cafeteria manager who served food that was not appealing to you every day?" (i.e., fish eyes, squid, liver, eggplant, brussel sprouts, oppossum, pig's feet)

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME One Week

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.2 Conflicting needs cause people to change their environment.

OBJECTIVE:
3.2.1 Define plantation and point out the economic importance of plantation life to the British.
3.2.2 Identify two major reasons the British left the Jacksonville area. (religion, politics)

SUGGESTED ACTIVITIES

ACTIVITY 14

Materials

Film entitled "Shiver, Gobble and Snore" (available at the Duval County Educational Media Library).

Directions or Strategies

Show the film. Follow the viewing with class discussion asking how each character must have felt.

Relate the problems to how the British must have felt when they no longer wanted to stay in Florida.

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME Two Weeks

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.3 Economic reasons cause people to develop their environment.

OBJECTIVE: 3.3.1 Discuss the importance of the river in the development of the Jacksonville area.
3.3.2 Identify and describe Isaiah Hart's contribution to the founding of Jacksonville.

SUGGESTED ACTIVITIES

ACTIVITY 1 (see Teacher Appendix 3.3 p. 118-120)

Materials

Blank cassette tape, 10 copies of the student booklet, A River and Its People, a listening center, suggested teacher questions.

Directions or Strategies

Due to the vocabulary level of the student book, all activities using this material should be completed either orally or on tape with students having a copy so that they can read along.

The teacher will record "Early CowFord Days" from the student booklet.

A listening center will be set up with a tape and one copy of the student booklet for each student in the group.

After students listen to the tape, the teacher leads discussion. The following are suggested teacher questions with answers that can be used to check students knowledge.

1. What did the native Americans call our city? Wacca Pilatka

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME Two Weeks

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.3 Economic reasons cause people to develop their environment.

OBJECTIVE:
3.3.1 Discuss the importance of the river in the development of the Jacksonville area.
3.3.2 Identify and describe Isaiah Hart's contribution to the founding of Jacksonville.

SUGGESTED ACTIVITIES

2. What did this name mean? cow ford
3. What did the people take across the river? cows
4. What did the Spaniards build? forts, missions, and beautiful homes
5. Who was the first white settler to settle in the area? Robert Pritchard
6. What did the settlers name this area? Cow Ford
7. What was the conflict between the Spanish, the English, and the native Americans called? War of 1812
8. Who built the first permanent home in Cow Ford? Lewis Zachariah Hogan and wife, Donna Suarez
9. Who established the first ferry? John Brady
10. Who built the first general store? William Dawson and Stephen Buckles

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME Two Weeks

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.3 Economic reasons cause people to develop their environment.

OBJECTIVE: 3.3.1 Discuss the importance of the river in the development of the Jacksonville area.
3.3.2 Identify and describe Isaiah Hart's contribution to the founding of Jacksonville.

SUGGESTED ACTIVITIES

11. What was the final name of the first hotel in Cow Ford? Waterman's Inn

12. Name 4 businesses that were in early Cow Ford.

    1. ferry
    2. general store
    3. hotel
    4. sawmill

13. Name 3 streets which were laid out in the first survey. answers may vary

14. Jacksonville was named in honor of General Andrew Jackson

15. Figure out how old Jacksonville is. Teacher discretion

16. When do we celebrate Jacksonville's birthday? June 15

GRADE LEVEL Three THEME You and Your Environment

SUGGESTED TIME Two Weeks

PRIMARY IDEA: 3.0 Conflict and independence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.3 Economic reasons cause people to develop their environment.

OBJECTIVE: 3.3.1 Discuss the importance of the river in the development of the Jacksonville area.
3.3.2 Identify and describe Isaiah Hart's contribution to the founding of Jacksonville.

SUGGESTED ACTIVITIES

ACTIVITY 2 (see Teacher Appendix 3.3 p. 121-122)

Materials

"What's the Code?" and "Complete-A-Word" vocabulary sheets for each student.

Directions or Strategies

Explain the directions to the students. Have students complete vocabulary sheets, "What's the Code?" and "Complete-A-Word".

Answer Keys:

What's the Code?

1.	ford	5.	ferry	9.	survey
2.	conflict	6.	establish	10.	original
3.	permanent	7.	trade	11.	settler
4.	accommodate	8.	inn		

The river was important to the people of the area.

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME Two Weeks

PRIMARY IDEA: 3.0 Conflict and independence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.3 Economic reasons cause people to develop their environment.

OBJECTIVE:
3.3.1 Discuss the importance of the river in the development of the Jacksonville area.
3.3.2 Identify and describe Isaiah Hart's contribution to the founding of Jacksonville.

SUGGESTED ACTIVITIES

Complete-A-Word

1. f o r d
2. f e r r y
3. f i s h
4. t r a v e l
5. t r a d e
6. d u g o u t c a n o e s
7. s t e a m b o a t s
8. r i v e r
9. m o u t h
10. b o a t
11. W e l a k a
12. S t. J o h n s

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME Two Weeks

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.3 Economic reasons cause people to develop their environment.

OBJECTIVE:
3.3.1 Discuss the importance of the river in the development of the Jacksonville area.
3.3.2 Identify and describe Isaiah Hart's contribution to the founding of Jacksonville.

SUGGESTED ACTIVITIES

ACTIVITY 3

Materials

Clothespins, paper clips, heavy cord or clothesline, cards with events from 1783-1822.

Directions or Strategies

Put up a clothesline in the room low enough for students to reach. Attach pins or clips to the line. After students have completed Activity 1 using the student booklet A River and Its People - "Early Cowford Days" and have had a class discussion led by the teacher, the students will try to put the cards in the correct sequence. (The order in which they happened.)

Events for cards (correct order):

1. Great Britain returned Florida to Spain.
2. Robert Pritchard was recognized as the first white settler in Cow Ford.
3. John McQueen, John Houston McIntosh, Isaac Hendricks and Zephaniah Kingsley settled in Cow Ford.

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME Two Weeks

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.3 Economic reasons cause people to develop their invironment.

OBJECTIVE:
3.3.1 Discuss the importance of the river in the development of the Jacksonville area.
3.3.2 Identify and describe Isaiah Hart's contribution to the founding of Jacksonville.

SUGGESTED ACTIVITIES

4. John Underwood built the first sawmill.
5. War of 1812 - conflict between the Spanish, English and the Seminoles.
6. Lewis Zachariah Hogans and Donna Marie Suarez built the first permanent home.
7. John Brady came to Cow Ford and established a ferry.
8. William G. Dawson and Stephen E. Buckles started the first general store called "Dawson and Buckles".
9. Dawson and Buckles built the first hotel which Mrs. Sarah Waterman ran. It was called "Waterman's Inn".
10. Isaiah D. Hart surveyed the townsite which formed a 20-block area.
11. The townsite officially became the city of Jacksonville in June,1822.

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME Two Weeks

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.3 Economic reasons cause people to develop their environment.

OBJECTIVE: 3.3.1 Discuss the importance of the river in the development of the Jacksonville area.
3.3.2 Identify and describe Isaiah Hart's contribution to the founding of Jacksonville.

SUGGESTED ACTIVITIES

ACTIVITY 4

Materials

Paper, pencils.

Directions or Strategies

Have students make a shopping list of what they think they might have purchased from Dawson and Buckles' general store. Students may also obtain a shopping list from a parent of what they might purchase from a department store and grocery store.

Place the pairs of lists together and compare similarities and differences of items.

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME Two Weeks

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.3 Economic reasons cause people to develop their environment.

OBJECTIVE:
3.3.1 Discuss the importance of the river in the development of the Jacksonville area.
3.3.2 Identify and describe Isaiah Hart's contribution to the founding of Jacksonville.

SUGGESTED ACTIVITIES

ACTIVITY 5

Materials

Long fabric scraps - 3" strips, large-eyed needles, black button-hole thread, scissors.

Directions or Strategies

The class can be divided into groups for this activity. The students will work on making braided rugs. Students may follow the directions given below.

1. Use old clothes or fabric to cut one inch wide strips of any length.
2. Three strips are to be tied together in a knot.
3. Braid the strips.
4. As the strips get short, sew a new strip onto each with a needle and thread.
5. Start rolling the braid around the knot you made when you tied the strips together.

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME Two Weeks

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.3 Economic reasons cause people to develop their environment.

OBJECTIVE:
3.3.1 Discuss the importance of the river in the development of the Jacksonville area.
3.3.2 Identify and describe Isaiah Hart's contribution to the founding of Jacksonville.

SUGGESTED ACTIVITIES

6. As you roll the braid around the center spot, sew the braid to itself to form a circle. Sew and braid as needed and add new strips as needed.

7. When the rug is the desired size, tie the three strips into a knot. Tuck and sew the knot and a little bit of braid to the underside of the rug.

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME Two Weeks

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.3 Economic reasons cause people to develop their environment.

OBJECTIVE:
3.3.1 Discuss the importance of the river in the development of the Jacksonville area.
3.3.2 Identify and describe Isaiah Hart's contribution to the founding of Jacksonville.

SUGGESTED ACTIVITIES

ACTIVITY 6 (see Teacher Appendix 3.3 p. 123)

Materials

Corn Husk Dolls direction sheet.

Directions or Strategies

Divide the class into small groups to make corn husk dolls. Make or obtain a corn husk doll to show to the class. Place directions on the chalk board in a simple form. Guide the class in the making of the dolls by making one along with them.

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME Two Weeks

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.3 Economic reasons cause people to develop their environment.

OBJECTIVE: 3.3.1 Discuss the importance of the river in the development of the Jacksonville area.
3.3.2 Identify and describe Isaiah Hart's contribution to the founding of Jacksonville.

SUGGESTED ACTIVITIES

ACTIVITY 7

Materials

Large feathers, scissors, construction paper, small jar, paper towels, India ink or thinned black tempera paint.

Directions or Strategies

Students will make quill pens. Place the following directions on the board for the students.

1. Clean the tip of the feather if it is needed.

2. Cut the tip at an angle forming a point which will be flexible. The pens are now ready for use. A learning center with jars of ink or paint may be set up or the students could have individual jars. Let the students practice writing with the pens. A short poem could be written on the board for the class to write. Samples of the writing should be displayed along with some quill pens.

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME Two Weeks

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.3 Economic reasons cause people to develop their environment.

OBJECTIVE: 3.3.1 Discuss the importance of the river in the development of the Jacksonville area.
3.3.2 Identify and describe Isaiah Hart's contribution to the founding of Jacksonville.

SUGGESTED ACTIVITIES

ACTIVITY 8

Materials

Table, poster board, sentence strips, markers.

Directions or Strategies

After students have made or collected items which may have been in Dawson and Buckles' general store, they will make a display labeling the name of each item on sentence strips, and giving it a title and a brief explanation of the display. Some items which may be included in the general store are:

- braided rugs
- corn husk dolls
- gourd for dipping water
- quill pens
- quilted pot holders
- old farm tools
- homemaking items
- clothing
- seeds

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME Two Weeks

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.3 Economic reasons cause people to develop their environment.

OBJECTIVE: 3.3.1 Discuss the importance of the river in the development of the Jacksonville area.
3.3.2 Identify and describe Isaiah Hart's contribution to the founding of Jacksonville.

SUGGESTED ACTIVITIES

ACTIVITY 9

Materials

Paper, pencils.

Directions or Strategies

Have students write a poem about the St. Johns River. Place some titles on the board from which they may choose. They might come up with a new title. Display the poems.

Some suggested titles: (Discuss the reasoning of each title.)

1. A River of Many Names.
2. An Important River.
3. A Different King of River.
4. A Backwards River.
5. Using Our River.

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME Two Weeks

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.3 Economic reasons cause people to develop their environment.

OBJECTIVE:
3.3.1 Discuss the importance of the river in the development of the Jacksonville area.
3.3.2 Identify and describe Isaiah Hart's contribution to the founding of Jacksonville.

SUGGESTED ACTIVITIES

ACTIVITY 10

Materials

Local newspaper, bulletin board.

Directions or Strategies

Instruct the students to look for articles in the newspaper about the St. Johns River. Students are to share their articles with the class. After this the articles can be displayed on a bulletin board. These articles could be about recreation, use of the river, etc.

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME Two Weeks

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.3 Economic reasons cause people to develop their environment.

OBJECTIVE: 3.3.1 Discuss the importance of the river in the development of the Jacksonville area.
3.3.2 Identify and describe Isaiah Hart's contribution to the founding of Jacksonville.

SUGGESTED ACTIVITIES

ACTIVITY 11 (see Teacher Appendix 3.3 p. 124-125)

Materials

Transparency of Jacksonville as originally surveyed in 1822, a copy of the map to be labeled for each student.

Directions or Strategies

Make a transparency of the completed map. Show the transparency and discuss the fact that Isaiah Hart initiated the surveying of Jacksonville. Point out to the students the names of the streets and why they were so named. Discuss the location of Dawson and Buckles' general store, Isaiah Hart's house, John Brady's house, and the ferry system and the location of the St. Johns River. After adequate instruction has been given, give each student a map to label streets and other points as indicated.

Streets:	Why they were so named:
Bay Street	named after an old bay tree on a waterfront corner
Forsyth Street	John Forsythe - U. S. Minister to Spain

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME Two Weeks

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.3 Economic reasons caused people to develop their environment.

OBJECTIVE:
3.3.1 Discuss the importance of the river in the development of the Jacksonville area.
3.3.2 Identify and describe Isaiah Hart's contribution to the founding of Jacksonville.

SUGGESTED ACTIVITIES

Adams Street	John Quincy Adams - Secretary of State
Monroe Street	James Monroe - President of United States
Duval Street	William P. Duval - Governor of Florida
Newnan Street	Daniel Newnan - a patriot
Market Street	self explanatory
Liberty Street	indicates the patriotism of commissioners
Washington Street	George Washington - President of United States

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME One Week

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.4 People struggle to overcome adversities in their environment.

OBJECTIVE: 3.4.1 Identify and describe three major hardships the people of Jacksonville suffered during the 1800's. (disease, fire, and Civil War)

SUGGESTED ACTIVITIES

ACTIVITY 1 (see Teacher Appendix 3.4 p. 124-125)

Materials

Blank cassette tape, 10 copies of student booklet, A River and Its People, a listening center, suggested teacher questions.

Directions or Strategies

Due to the vocabulary level of the student book, all activities using this material should be completed either orally or on tape with students having a copy so that they can read along.

The teacher will record "Hardships" from the student booklet. A listening center will be set up with a tape and one copy of the student booklet for each student in the group.

After students listen to tape, the teacher leads discussion. The following are suggested teacher questions with answers that can be used for evaluation.

1. Name at least three hardships suffered by the early settlers of Jacksonville.

fever, fire, and war

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME One Week

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.4 People struggle to overcome adversities in their environment.

OBJECTIVE: 3.4.1 Identify and describe three major hardships the people of Jacksonville suffered during the 1800's. (disease, fire, and Civil War)

SUGGESTED ACTIVITIES

2. The mosquito carries germs for what fever?

   yellow fever

3. What disease is controlled by a vaccination?

   smallpox

4. How did the people get water to a fire before fire engines and hoses?

   passed buckets of water in a line to the fire

5. Name two sources of water used to put out the fires.

   wells and river

6. What material was used to make the buildings?

   pine lumber

7. Why was the material dangerous?

   It burned quickly.

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME One Week

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.4 People struggle to overcome adversities in their environment.

OBJECTIVE: 3.4.1 Identify and describe three major hardships the people of Jacksonville suffered during the 1800's. (disease, fire, and Civil War)

SUGGESTED ACTIVITIES

ACTIVITY 2 (see Teacher Appendix 3.4 p. 130-131)

Materials

Copies of vocabulary sheets "Help-Help" and "Fire, Fever, and War," and pencil for each student.

Directions or Strategies

After directions from teacher, students will complete the two vocabulary sheets.

Vocabulary Words

1. Confederate
2. vaccination
3. yellow fever
4. epidemic
5. smallpox
6. Union
7. hardship

Answer Keys:

"Help-Help"

1. hardship
2. epidemic
3. yellow fever
4. smallpox
5. vaccination
6. Union
7. Confederate

"Fire, Fever, and War"

Across	Down
2. smallpox	1. hardship
5. epidemic	3. Confederate
6. vaccination	4. Union
7. yellow fever	

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME One Week

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.4 People struggle to overcome adversities in their environment.

OBJECTIVE: 3.4.1 Identify and describe three major hardships the people of Jacksonville suffered during the 1800's. (disease, fire, and Civil War)

SUGGESTED ACTIVITIES

ACTIVITY 3

Materials

Paper and pencil.

Directions or Strategies

After class discussion about the early Jacksonville epidemics, propose a situation similar to the one below and ask the students to write a paragraph for their response.

"You have a family to feed and shelter. The town is stricken with an epidemic and all the local merchants close up their stores and leave. Write a paragraph about how you might provide for your family under these conditions."

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME One Week

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.4 People struggle to overcome adversities in their environment.

OBJECTIVE: 3.4.1 Identify and describe three major hardships the people of Jacksonville suffered during the 1800's. (disease, fire, and Civil War)

SUGGESTED ACTIVITIES

ACTIVITY 4

Materials

Paper and pencil.

Directions or Strategies

Ask the students to write a story about their family doctor. The doctor's name and what he does to help them should be included. Ask them to include a specific visit to the doctor.

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME One Week

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.4 People struggle to overcome adversities in their environment.

OBJECTIVE: 3.4.1 Identify and describe three major hardships the people of Jacksonville suffered during the 1800's. (disease, fire, and Civil War)

SUGGESTED ACTIVITIES

ACTIVITY 5

Materials

Telephone directory, paper and pencil.

Directions or Strategies

Have the students find out and list the names of all the hospitals in Jacksonville, and name the one nearest their home.

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME One Week

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.4 People struggle to overcome adversities in their environment.

OBJECTIVE: 3.4.1 Identify and describe three major hardships the people of Jacksonville suffered during the 1800's. (disease, fire, and Civil War)

SUGGESTED ACTIVITIES

ACTIVITY 6

Materials

Paper and pencil.

Directions or Strategies

Ask the students to list in writing at least three things that they can do to help keep themselves well.

After class discussion on health services offered by our city, ask the students to list at least two services provided by our city to help keep people well and to help those who are ill.

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME One Week

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.4 People struggle to overcome adversities in their environment.

OBJECTIVE: 3.4.1 Identify and describe three major hardships the people of Jacksonville suffered during the 1800's. (disease, fire, and Civil War)

SUGGESTED ACTIVITIES

ACTIVITY 7 (see Teacher Appendix 3.4 p. 132)

Materials

Resource Person Information Sheet.

Directions or Strategies

Invite a speaker from the Mosquito Control Center to come and speak with the class concerning what our city does to control mosquitoes.

Send a copy of the Resource Person Information Sheet to speaker. Include copies of written questions from students.

Call 757-0413 to make arrangements.

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME One Week

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.4 People struggle to overcome adversities in their environment.

OBJECTIVE: 3.4.1 Identify and describe three major hardships the people of Jacksonville suffered during the 1800's. (disease, fire, and Civil War)

SUGGESTED ACTIVITIES

ACTIVITY 8

Materials

Four buckets, source of water.

Directions or Strategies

Have a water bucket relay. Have two teams line up. Place two buckets of water and the water source in back of each line. Have last student fill buckets and pass up the line. The first person empties the buckets (plants, shrubs, trees may be watered). The first person then returns with his empty bucket to end of line. May be repeated. First team finished wins.

Follow up with discussion of problems encountered, e.g., excitement, loss of water from buckets, slow process.

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME One Week

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.4 People struggle to overcome adversities in their environment.

OBJECTIVE: 3.4.1 Identify and describe three major hardships the people of Jacksonville suffered during the 1800's. (disease, fire, and Civil War)

SUGGESTED ACTIVITIES

ACTIVITY 9

Materials

Paper and pencil.

Directions or Strategies

Ask the students to find out where the nearest fire hydrant is to their home, and draw a map with arrows from the fire hydrant to their house.

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME One Week

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.4 People struggle to overcome adversities in their environment.

OBJECTIVE: 3.4.1 Identify and describe three major hardships the people of Jacksonville suffered during the 1800's. (disease, fire, and Civil War)

SUGGESTED ACTIVITIES

ACTIVITY 10

Materials

Newspaper.

Directions or Strategies

Ask the students to locate articles about local fires in the newspaper.

Make a chart showing locations and causes of the fires.

Follow up with class discussion.

Visit the Jacksonville Fire Museum downtown to see display of old-fashion fire fighting equipment.

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME One Week

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.4 People struggle to overcome adversities in their environment.

OBJECTIVE: 3.4.1 Identify and describe three major hardships the people of Jacksonville suffered during the 1800's. (disease, fire, and Civil War)

SUGGESTED ACTIVITIES

ACTIVITY 11

Materials

Resource Person Information Sheet.

Directions or Strategies

Invite a speaker from the Fire Marshall's office to come and speak with the class concerning what our city is doing for fire prevention and what the children can do to prevent fires.

Send copy of Resource Person Information Sheet (see Teachers Appendix) to speaker. Include copies of written questions from students.

Call 633-5520 to make arrangements.

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME One Week

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.4 People struggle to overcome adversities in their environment.

OBJECTIVE: 3.4.1 Identify and describe three major hardships the people of Jacksonville suffered during the 1800's. (disease, fire, and Civil War)

SUGGESTED ACTIVITIES

ACTIVITY 12

Materials

None.

Directions or Strategies

Plan a field trip to Olustee Civil War Battlefield and Museum.

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME One Week

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.4 People struggle to overcome adversities in their environment.

OBJECTIVE: 3.4.1 Identify and describe three major hardships the people of Jacksonville suffered during the 1800's. (disease, fire, and Civil War)

SUGGESTED ACTIVITIES

ACTIVITY 13 (see Teacher Appendix 3.4 p. 133)

Materials

Drawing paper, pencil, crayons, encyclopedia to be used as a source for pictures.

Directions or Strategies

The students may draw an Olustee battle scene, including Union and Confederate soldiers and Union and Confederate flags.

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME Two Weeks

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.5 People influence the use of resources in their environment.

OBJECTIVE:

3.5.1 List at least three examples of transportation in Jacksonville and how it influenced the development of the community between 1800 and 1900.
3.5.2 Define "trade" and list three trade items popular in Jacksonville in the late 1800's.
3.5.3 Relate trade and transportation to the development of Jacksonville as a "Gateway City".
3.5.4 Identify a major setback to the development of Jacksonville in 1901.

SUGGESTED ACTIVITIES

ACTIVITY 1 (see Teacher Appendix 3.5 p. 135-137)

Materials

Blank cassette tape, 10 copies of the student booklet, A River and Its People, listening station, suggested teacher questions.

Directions or Strategies

Due to the vocabulary level of the student book, all activities using this material should be completed either orally or on tape with students having a copy so that they can read along. The teacher will record "Transportation Now and Then" from the student booklet. A listening center will be set up with a tape and one copy of the student booklet for each student in the group. After students listen to the tape, the teacher leads discussion. The following are suggested teacher questions with answers that can be used to check students knowledge.

1. Name at least five ways people traveled during the Cow Ford and Jacksonville days. Answers may vary.

   1. _____

   2. _____

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME Two Weeks

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.5 People influence the use of resources in their environment.

OBJECTIVE:

3.5.1 List at least three examples of transportation in Jacksonville and how it influenced the development of the community between 1800 and 1900.
3.5.2 Define "trade" and list three trade items popular in Jacksonville in the late 1800's.
3.5.3 Relate trade and transportation to the development of Jacksonville as a "Gateway City".
3.5.4 Identify a major setback to the development of Jacksonville in 1901.

SUGGESTED ACTIVITIES

3. _____

4. _____

5. _____

2. What is a ferry?

   a flat-bottomed boat used to transport people over water

3. What was the name of the first train?

   Alligator Express

4. What did the steam ferryboat do?

   It carried people across the river.

5. Describe the first bicycles in Jacksonville.

   high with a large wheel in front and a small wheel in back

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME Two Weeks

PRIMARY IDEA: 3.0 Conflict and interdependence brought about growth and development of Jacksonville.

SECONDARY IDEA: 3.5 People influence the use of resources in their environment.

OBJECTIVE:

3.5.1 List at least three examples of transportation in Jacksonville and how it influenced the development of the community between 1800 and 1900.
3.5.2 Define "trade" and list three trade items popular in Jacksonville in the late 1800's.
3.5.3 Relate trade and transportation to the development of Jacksonville as a "Gateway City".
3.5.4 Identify a major setback to the development of Jacksonville in 1901.

SUGGESTED ACTIVITIES

6. What were the streetcar fares in Jacksonville?

   five and seven cents

7. Who built the first auto car in Jacksonville?

   John Eining

8. Describe the first auto car.

   It had a steam engine. It looked like buggy with high wheels and two single seats.

9. What vehicle used to race the cars?

   air machine

10. Who flew the first air machine in Jacksonville?

    Charles Hamilton

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME Two Weeks

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SUGGESTED ACTIVITIES

11. What was built to aid river vessels?

a lighthouse

12. What is trade?

when you give someone something you have for something they have

13. Name at least four trade items important to the Jacksonville area. Answers may vary.

1. _____
2. _____
3. _____
4. _____

GRADE LEVEL Three

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SUGGESTED ACTIVITIES

ACTIVITY 2 (see Teacher Appendix 3.5 p. 138-139)

Materials

"Transportation" and "Alphabetizing Train" sheets for each student.

Directions or Strategies

Explain the directions to the class. Have students complete vocabulary sheets "Transportation" and "Alphabetizing Train."

Answer Key to "Transportation" sheet:

1. travel
2. stage coach
3. covered wagon
4. trolley car
5. street car
6. locomotive
7. bridge
8. automobile
9. vessel
10. ox cart
11. air machine
12. transportation

GRADE LEVEL Three

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SUGGESTED ACTIVITIES

ACTIVITY 3

Materials

6 pieces of poster board, glue, scissors, magazines, pencils, pens.

Directions or Strategies

Divide the class into three groups. Use magazines to cut out pictures of different types of transportation. Label the posters: Land, Water, and Air. (One on each poster). Glue the pictures on the correct poster. Then have students draw samples of transportation from the old days (1800's and early 1900's). Students can use encyclopedias and other books from the library as a guide. Then students are to cut out their vehicles and glue them on 3 posters labeled: Land, Water, Air. Discuss the comparison of transportation Then and Now.

GRADE LEVEL Three

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SUGGESTED ACTIVITIES

ACTIVITY 4

Materials

None.

Directions or Strategies

Plan a ride on the ferry the same time the trip to Kingsley's Island is planned.

Before going on the trip discuss how the ferry was used during Cow Ford days and how it is being used today. Students can draw a picture of a ferry when they return the next day.

GRADE LEVEL Three

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SUGGESTED ACTIVITIES

ACTIVITY 5

Materials

None.

Directions or Strategies

Plan a trip to the Jacksonville Port Authority at the Talley Rand Docks. Students will be able to see the type of trade items popular to Jacksonville today. After visiting the Port Authority take a tour of the historical sites in Jacksonville. The Farmer's Market is another suggestion to make this trip complete.

The following is only a guide to the historical sites of downtown Jacksonville. (Others may be added).

1. Site of Cow Ford - Bay and Liberty.

   In 1822, Jacksonville was laid out on the north side of a cattle crossing on the St. Johns River called Wacca Pilatka by the native Americans (Indians) and named Cow Ford as the English translation. This is where the King's Road crossed the

GRADE LEVEL Three

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SUGGESTED ACTIVITIES

river. There were a number of settlers and planters on the south side of the river at that time.

2. Site of the First General Store - Adams and Market

A log house near the King's Road was operated as a store, probably around 1819. The store was known as Dawson and Buckles.

3. Site of three wells - Adams and Ocean

These three wells were used for fighting the 1901 fire.

4. Site of the Blockhouse - Monroe and Ocean

A blockhouse was put up by the settlers to escape the enemy, but was never used.

5. Hemming Park - Duval and Monroe

The park was given to the city in 1866 by the Estate of Isaiah D. Hart. The park was called City Park, then St. James Park and renamed in 1899 for Charles C. Hemming who donated a monument in honor of the Confederate dead.

GRADE LEVEL Three

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SUGGESTED ACTIVITIES

6. Site of the Old Post Office - Monroe and Julia

7. Site of an ancient Timucuan Town - Monroe and Julia

8. Site of the beginning of the 1901 fire - Lee and Union

   A fire, which began on May 3, at the Cleveland Fiber Company, destroyed one hundred and forty-eight blocks of downtown Jacksonville.

GRADE LEVEL Three

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SUGGESTED ACTIVITIES

ACTIVITY 6 (see Teacher Appendix 3.5 p. 140)

Materials

"Ways of Traveling" sheets for each students.

Directions or Strategies

Give students sheets to match the words to the correct picture. After students complete the sheet a discussion about the sequence of travel vehicles may be conducted.

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME Two Weeks

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OBJECTIVE:	3.5.1	List at least three examples of transportation in Jacksonville and how it influenced the development of the community between 1800 and 1900.
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SUGGESTED ACTIVITIES

ACTIVITY 7

Materials

Local newspapers, construction paper, glue, scissors, bulletin board, poster board.

Directions or Strategies

Have students collect articles about fires which occurred in Jacksonville. Students are to cut out the articles and glue them on construction paper trimmed to the shape of the article. Place them on the bulletin board. Make a chart on the poster board using the articles. Chart the causes of the fires, the weather conditions and the type of building burned.

Use the encyclopedias and the student booklet (A River and Its People) to compare the fire fighting equipment of the 1800's, the 1903 fire and today.

GRADE LEVEL Three

THEME You and Your Environment

SUGGESTED TIME Two Weeks

PRIMARY IDEA: 3.0 Conflict and interdependence brought about the growth and development of Jacksonville.

SECONDARY IDEA: 3.6 People organize to provide order, leadership, and protection.

OBJECTIVE:
- 3.6.1 Diagram the structure of Jacksonville's city government.
- 3.6.2 Define the roles of the Mayor and City Council.
- 3.6.3 Sequence in writing the due process of law.
- 3.6.4 Specify three cultural influences in the city of Jacksonville and their leaders.

SUGGESTED ACTIVITIES

ACTIVITY 1 (see Teacher Appendix 3.6 p. 142-143)

Materials

Blank cassette tape, 10 copies of the student booklet, A River and Its People, listening station, suggested teacher questions.

Directions or Strategies

Due to the vocabulary level of the student book, all activities using this material should be completed either orally or on tape with students having a copy so that they can read along.

The teacher will record "Jacksonville in the 20th Century" and "Jacksonville's City Government". A listening center will be set up with a tape and one copy of the student booklet for each student in the group.

After students listen to the tape, the teacher leads discussion. The following are suggested teacher questions with answers that can be used to check students' knowledge.

1. Name three ways Jacksonville has grown.

   port, transportation, industry

GRADE LEVEL Three

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SUGGESTED ACTIVITIES

2. How have the people of Jacksonville used their natural resources to make Jacksonville a "Gateway City"?

   Answers will vary.

3. Draw a diagram of Jacksonville's city government showing the three parts.

Legislative	Executive	Judicial
↓	↓	↓
City Council	Mayor	Courts

4. Explain how an idea becomes law.

   People talk to the City Council. The City Council decides to make it a law. Mayor votes for it.

GRADE LEVEL Three

THEME You and Your Environment

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SUGGESTED ACTIVITIES

5. Explain how a law is enforced.

The Sheriff carries out the law. The Judiciary Courts punish those who break the law.

GRADE LEVEL Three

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SUGGESTED ACTIVITIES

ACTIVITY 2 (see Teacher Appendix 3.6 p. 144)

Materials

Copy of Magic Square puzzle, 3x5 index cards.

Directions or Strategies

Explain the directions of the Magic Square puzzle to the students. Students work puzzle.

Teacher writes following words and definitions on board. Students write a word or definition on half a 3x5 card. Student plays game of "Concentration" with partner matching words and definitions.

City Council - nineteen men and women chosen by the people of Jacksonville

Executive Branch - part of the city government headed by the Mayor

government - a system of ideas and laws under which people in a city or community live

Judicial Branch - part of the city government which punishes those who break laws

GRADE LEVEL Three

THEME You and Your Environment

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SUGGESTED ACTIVITIES

laws - things which help people live together

Legislative Branch - part of the city government made up of the City Council

Mayor - head of the city government chosen by the people

veto - vote against or say 'no'

voter - people of Jacksonville who register (sign up) to vote

GRADE LEVEL Three

THEME You and Your Environment

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SUGGESTED ACTIVITIES

ACTIVITY 3 (see Teacher Appendix 3.6 p. 145)

Materials

Activity sheet "Due Process of Law", copy for each student, glue, sheet of blank ditto paper.

Directions or Strategies

Teacher explains directions of activity sheet to the students. Students are to cut out the pictures and put them in the proper order to show the due process of law.

GRADE LEVEL Three

THEME You and Your Environment

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SUGGESTED ACTIVITIES

ACTIVITY 4 (see Teacher Appendix 3.6 p. 147-183)

Materials

Copies of Community Leaders mini-books for each student, chart paper, map of Jacksonville, map of United States and world.

Directions or Strategies

Teacher puts six community leaders' stories - chart 1 - on chart paper.

Teacher runs off copies of Community Leaders mini-books for each student.

Teacher works on one community leader at a time. Teacher reads "What is a Community?". Teacher then reads Background Information on community leader and discusses questions with students.

Teacher passes out booklet of community leader to class.

Students measure their hands/feet with community leaders. Class discusses how different hands/feet can be, just as people come in all sizes and shapes.

GRADE LEVEL Three

THEME You and Your Environment

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- 3.6.3 Sequence in writing the due process of law.
- 3.6.4 Specify three cultural influences in the city of Jacksonville and their leaders.

SUGGESTED ACTIVITIES

Teacher reads community leader's message to boys and girls.

Teacher leads discussion using Suggested Questions with class.

Students read story on chart 1. Students role-play. One student can be interviewer, asking questions on Interview Sheet. Other student answers using information on chart 1.

After all community leaders completed, students can apply interviewing techniques to other members of their community.

FOLLOW-UP ACTIVITIES

1. Locate neighborhoods where community leaders live on a map of Jacksonville.
2. Locate on a map of United States and world communities where the students were born.
3. Students may make graphs of the following:

birthplace of students
birthmonth of students
favorite foods
favorite colors
number of brothers and sisters
number of children with different color of eyes

TEACHER APPENDIX 3.1

Teacher Reference 3.1

SAGA OF JACKSONVILLE - PART I

Deer, raccoons, rabbits, and armadillos lived and played in a tall, stately forest by a blue-green river. The river itself was full of life: alligators, snakes, fish, crab, and shrimp. On a high bluff stood the Timucuan Village, Ossachite. A bronze marker on the northeast corner of Julia and Monroe marks this spot.

The Timucuans were a tall, strong, friendly people with copper-colored skin and long, straight hair. Drawings by Jacques LeMoyne, a Frenchman, give us a record of how the Timucuans looked and lived. These were the first paintings of Americans by a European. Copies are on display at Fort Caroline National Memorial and the Jacksonville Public Library.

The Timucuan villages were fortified with a twelve foot palisade of logs. They lived in round huts made of strong branches and grasses woven together. The roof was thatched with leaves and grasses. The chief's hut was in the center of the village and was oblong in shape. They chose village sites next to running water for drinking and a forest area for building materials and food supply.

In the spring of 1513 the first Europeans were sighted by the native Americans (Indians). The three ships were under the command of the Spaniard, Ponce de Leon. As Governor of Puerto Rico, he was cruel to the Indians. The Indians told him a tale about a spring where, after you drank the water, you would always remain young. He reached land Easter Sunday and called it "Pascua Florida" for the flowers that were blooming.

The next sighting of Europeans in the Jacksonville area came on May 1, 1562, when Jean Ribault sailed up the St. Johns River which he called the Riviere de Mai (River of May) and landed at East Mayport. He liked the weather and the land's resources. He left a stone marker with the French King's Coat of Arms engraved on it to claim the land for France and sailed north.

During 1562 in France, the French protestants, the Huguenots, were fighting against the French Catholics. A truce was declared in 1563. Admiral Coligny received permission from the French king to establish a colony in the new world. This would give France (1) a base to raid Spanish treasure ships, (2) a French hold on the new world, and (3) a place to worship freely.

In June, 1564, Rene de Laudonniere sailed by the marker left by Jean Ribault and landed near a high bluff. The native Americans had respected Ribault's marker and had left food and fruit at its base. There were three ships which contained approximately 300 people: 110 sailors, 120 soldiers, artisans, servants, and a few women. There were no farmers. They celebrated the first Thanksgiving in America on June 30, 1565. These were the first prayers said in America by men seeking religious freedom.

They built a triangular fort with its base along the river. Houses were built inside the fort. An oven was built outside the fort to lessen the chance of fire. The fort was named "Caroline" in honor of the French prince, King Charles.

The colonists were friendly with the native Americans. The Timucuans showed the colonists how to thatch their roofs with materials from the forest and how to hunt game in the woods. They also gave food to the French. However, the French colonists wasted time looking for gold and silver and didn't cultivate the land. The food soon gave out, and the native Americans didn't have more to give. This created the first ill feelings between the French and the native Americans.

The first European child to be born in America happened here at Fort Caroline. If he survived, he would have been forty-two years old when Jamestown was founded and fifty-five when the Pilgrims landed at Plymouth Rock.

Some soldiers stole a ship and became pirates. The Spanish soon captured them and learned of the French colony in Florida.

The rest of the colonists started building a vessel to take them home. On August 4, 1565, Sir John Hawkins paid a visit to the fort and gave the Frenchmen food and sold them one of his ships. On August 28, as they were getting ready to depart, Ribault arrived with fresh reinforcements and supplies.

As the supplies were being unloaded, five Spanish ships arrived. A battle ensued with the French ships slipping away at night. The Spanish turned back and began landing men and supplies at St. Augustine.

Ribault held a council of war and ordered the ships to sea to attack the Spanish. A hurricane came and blew the French ships past St. Augustine.

Pedro Menendez, the leader of the Spanish expedition, marched overland with a force of 500 men to attack Fort Caroline. They camped near a pond about one-quarter league from the fort in drenching rain and standing water.

On September 20, the Spanish attacked the fort. The people were surprised. In less than an hour, most of the French men, women, and children were killed. A few escaped to the forest and later returned to France.

After capturing the fort, Menendez renamed it Fort San Mateo, and the river Rio de San Mateo. Leaving a garrison of men, he then returned to St. Augustine. On reports from the native Americans, Menendez went south to capture the remains of Ribault's fleet. He slaughtered Ribault and his men at Matanzas Inlet because they were heretics (Protestants). Eight Frenchmen weren't killed because they claimed to be Catholics.

Back at Fort San Mateo, Menendez soon attempted to move the Timucuans to the north side of the river. This created hard feelings between the Spanish and the native Americans. The Spanish treated the Americans cruelly in their search for gold and silver.

At the same time, priests and friars began to Christianize the native Americans. They felt it was their national duty. The Americans resented these men.

In France feelings ran high against the Spanish for the treatment of the French in Florida. Dominic de Gourgues secretly set up an expedition to get revenge. In 1568 the Saturday after Easter, De Gourgues with a great number of native Americans attacked the smaller forts near Fort San Mateo. He then attacked the larger fort. Only a few Spanish escaped the French and native Americans. The French hanged 15 Spaniards and labelled them "traitors and murderers." The fort was then destroyed never to be rebuilt.

The land on which Fort Caroline had once stood, no longer exists. It is underwater. The river channel was deepened in the years following 1880 and the plain and part of the bluff were washed away. The present Fort Caroline National Memorial is located 10 miles east of Jacksonville on Fort Caroline Road and five miles west of Mayport. A replica of the fort and assorted artifacts are on display. A replica of Ribault's marker also sits high on a bluff. Classes should be encouraged to visit the site.

Jacksonville

The River and Its People

STUDENT BOOKLET

JACKSONVILLE'S BEGINNINGS

The Timucuan tribe lived here when the Europeans came. They were a friendly, peace-loving people. They were tall and strong. They had copper-colored skin. Their hair was long, coarse and straight.

They made their clothes of bear grass and palmetto fiber. Both the men and women wore ornaments of pearls and tattoos.

They liked fish, meat, wild berries, fruits, nuts, corn, beans, and squash. The women made small gardens near their villages. Maize (corn), tobacco, and small vegetables grew well. They used tobacco as medicine.

The native Americans, (Indians), watched the river closely. There were several shallow places in the river. These were the places where they could drive their cattle across. The native Americans gave this place its first name. They called it Wacca Pilatka. This means a low fording place.

They called the river Illaka. Later, the settlers called it Welaka, which means "different river" because it flowed north.

The Indians made paths through the forests. These later became trails. The trails grew into roads. After a while, the Spanish and English settlers turned the trails into the first highway. It is known as the King's Road.

The first European explorer to come to Florida was Ponce de Leon. He brought some men with him in three boats. He first came to the West Indies with Columbus. It was the second trip for Columbus to the New World.

Ponce de Leon reached a beautiful coast on Easter Sunday. He called the land "Pascua Florida". He landed near St. Augustine.

The French people also heard about this new land. Jean Ribault sailed to America with one hundred and fifty men. They sailed up the

St. Johns River. It was the first of May. They named the river "River of May".

Ribault and his men landed near Mayport. They liked the land, but went further North. They built a fort in South Carolina and lived there for a while. Ribault finally went back to France. His men would not work. The men left the colony.

In France the Catholics and Protestants were fighting. The Protestants (Huguenots) wanted to worship their own way. Finally, the French King sent Rene de Laudonniere, a Huguenot, with men and ships to the New World. They built a fort and named it Fort Caroline. There was good water and plenty of material to build the fort. The weather was pleasant most of the year with no winter snows. The main danger was from hurricanes. It was near the path of the Spanish treasure ships so the French could steal the gold and silver.

The Timucuans were friendly to the French. They showed the French how to thatch the roofs of their homes. They gave them food.

Many of the men wasted time looking for gold. They did not plant crops. Food became scarce. The French decided to return to France.

An Englishman, Sir John Hawkins, came to Fort Caroline. He sold the French food and a ship so they would not starve and they could return to France.

A few weeks later, Jean Ribault returned to Florida. He brought many men and supplies. He saved the colony at Fort Caroline.

As the French were unloading the supplies from the ships, the Spanish leader, Menendez, arrived with his men. The Spanish did not want the French in Florida. They tried to fight the French. The French sailed away.

The Spanish sailed to St. Augustine. They unloaded supplies and men from their ships.

Jean Ribault sailed to St. Augustine to attack the Spanish. A hurricane blew his ships further south. Many ships were lost.

The Spanish marched overland. They attacked Fort Caroline and killed many men, women, and children. They renamed it Fort San Mateo.

Menendez returned to St. Augustine. He then marched south to find Jean Ribault and the other French survivors. Menendez killed the French at Matanzas Inlet.

The Spanish were happy the French were gone. Their treasure ships were now safe on their way back to Spain. This treasure made them rich and powerful in Europe. They started building a colony at St. Augustine.

Menendez was mean and cruel to the native Americans (Indians) when the Spanish were looking for gold. The missionaries tried to make the native Americans become Catholics. The Spaniards and the native Americans did not get along.

The French were angry at the way the Spanish killed the French at Fort Caroline. Dominic de Gourges came to the New World. He killed the Spanish at Fort San Mateo. He destroyed the fort.

PLANTATION DAYS

For many years after de Gourges left the only Europeans in the Jacksonville area were the Spanish missionaries. They built several missions. These missions were later destroyed by the British.

The British wanted Florida. They fought the Spanish in St. Augustine but did not win. Later they traded Havana, Cuba to the Spanish for Florida. The Spanish moved away and the British came.

Many people in the early days were given land by the King of Spain and later by the King of England. These were called land grants. Each settler had to promise to live on his land for ten years. Then the land became his property.

The large pieces of land were called plantations. The main crops on these plantations were cotton, lumber, and citrus, in addition to vegetables, rice, sugar cane, grain, and indigo. These crops were used to supply the needs of the settlers and many were sent (exported) to Spain and England.

One of the plantation owners was a wealthy man called Zephariah Kingsley. He built houses for his slaves from tabby brick. His plantation house and the ruins of the tabby houses are still standing near Jacksonville on Fort George Island. You may like to visit this plantation.

After twenty years Spain took Florida back. This made the British angry. They did not want to be ruled by the Spanish. They did not want to worship the way the Spanish did. The British were Protestant and the Spanish were Catholic. Most of the British left their plantations and beautiful homes and moved to other places.

EARLY COW FORD DAYS

Many years ago the native Americans called our city "Wacca Pilatka" which means cow ford. People took their cows across the river at the narrowest and shallowest point at the foot of Liberty Street. Early settlers built along the river front and changed the name of the place to Cow Ford.

Florida was returned to Spain by the British. Many Spaniards returned to Florida and built forts, missions, and beautiful homes. Robert Pritchards came to Cow Ford. He was the first white settler to settle in the area.

The Spanish, the English, and the native Americans were not getting along in 1812. General Andrew Jackson was sent by the

United States to settle the troubles. This conflict was known as the War of 1812. General Jackson ran many Spaniards from the area.

Lewis Zachariah Hogan and his wife, Donna Maria Suarez, came to Cow Ford and built the first permanent home at the corner of Hogan and Forsyth Streets.

John Brady came to Cow Ford and built his home large enough to accommodate travelers. The river became even more important as Brady built a flat-bottomed boat and established the first ferry. More people would be able to cross the river.

Williams G. Dawson and Stephen E. Buckles from Georgia liked Cow Ford and decided to stay. They built the first frame building in the

area. They brought in stock up the river from New York. With these supplies they started the first general store and named it Dawson and Buckles. People came from great distances on the river to trade. They sold farm tools, blankets, saddles, bridles, homemaking items, seeds, clothing, etc.

Isaiah David Hart and his brother decided to move to Cow Ford. They moved their possessions down the river and purchased eighteen acres of land for $72.00, which was paid in cattle.

There was no inn in Cow Ford so people slept under the trees using their saddles as pillows. Dawson and Buckles let people use the attic above the store and gave them blankets. They finally built the first frame building for a hotel and asked Mrs. Sarah Waterman to come and take charge. The Inn as it was first named soon became

known as Waterman's Inn.

More people were moving to Cow Ford and building homes of logs. Mr. Charles Sibbald built the first sawmill and brick kiln.

Isaiah David Hart finally convinced Mr. Brady to survey the townsite. Mr. Hogan suggested they should start from a fine old bay tree. This tree was growing on the river bank. This is how Bay Street got its name.

The streets laid out in the first survey still have their original names. The first street was Market Street. It is unknown as to how it got its name. The other streets, Newnan, Liberty, Washington, Forsyth, Adams, Monroe, and Duval, were named after something or somebody.

John Warren, who served under Jackson, suggested the name of

Jacksonville in honor of General Andrew Jackson. The city officially came into being June, 1822. It has been decided that we would celebrate Jacksonville's birthday on June 15.

HARDSHIPS

Smallpox, scarlet fever, yellow fever, fires, and the Civil War were hardships faced by the early settlers of Jacksonville. The storekeepers would close their stores during the fever epidemics. Many people died. In those days people had not learned about the great need for smallpox vaccination. They did not know then, that yellow fever was carried by the mosquito.

Fire! Fire! These words caused people to run out in the streets, form a line and pass buckets of water from the river or the nearest well to the fire. There were no fire engines or hoses in those days. Many stores and homes were burned during the fires. They were made

of pine lumber and burned very quickly. The brave citizens of Jacksonville rebuilt the part of their city which had burned.

During the War Between the States (Civil War), Florida became a Confederate state. The Northern army (Union) took over Jacksonville four different times. The Union Army met the Confederate Army at Olustee, near Jacksonville. This was a major battle during the war.

Several buildings in Jacksonville were turned into hospitals for wounded Union soldiers.

TRANSPORTATION THEN AND NOW

Many years ago people traveled by covered wagons, ox carts, and stage coaches. It would take several days to get from one town to another. People would cross the St. Johns River on a ferry. The ferry was a kind of flat bottom boat.

The first trolly car ran along Bay Street. It was later replaced by street cars running on steel tracks.

When the first railroad was built the locomotive was called the Jacksonville and the train itself was called the Alligator Express because it ran between Jacksonville and Alligator Town (now Lake City).

Ferries with side wheels were used before the small steam ferryboat.

The steam ferryboat carried people across the river. A highway bridge was built across the river and the people stopped using the ferry as much.

People had a lot of fun when the bicycle was invented. The first ones in Jacksonville were the high kind with a large wheel in front and a small wheel in back.

When the electric street cars were in use in Jacksonville the fares were five and seven cents.

John Eining built the first auto car in Jacksonville. It had a steam engine and looked like a buggy with high iron-tired wheels and two single seats. Not many people could afford to buy these auto cars. By 1911, there were about 1,120 automobiles owned in Jacksonville.

Charles Hamilton flew the first air machine in Jacksonville. These machines were so slow that they would race the automobiles.

The St. Johns River was being used a lot so a light house was built to aid navigation of river vessels.

Trade became important to Jacksonville. Trade is when you give someone something you have for something they have. Trade items included such things as lumber, cotton, oranges, barreled fish, coffee beans, and automobiles. The river is being used even more today as a trade route.

About noontime on May 3, 1901, a fire started in a pile of trash as sparks fell on pieces of fiber at the Cleveland Fiber Factory. It was very dry this time of year. The wind was blowing, which made the fire spread fast.

Firemen came in fire engines pulled by horses. They came from other towns nearby to help. It was too late when they came because the fire was already out of control.

Many acres of land and many buildings were destroyed. Many people might have died but only seven people lost their lives in the fire.

The fire lasted about eight hours. That night people spent their time looking for shelter. Some left town to go live with friends and

relatives.

The fire made Jacksonville stand still for a while. The people had faith and started to rebuild Jacksonville the next Monday morning. This time they built it better. They used fire proof materials such as brick and concrete.

JACKSONVILLE IN THE 20th CENTURY

The St. Johns River helped Jacksonville to develop into a large port where goods are sent (exported) to many foreign countries. Large ocean-going ships can come up the river to Jacksonville to dock. Jacksonville also receives many goods from foreign countries (imports). The Jacksonville Port Authority is in charge of all ships coming in and going out.

Jacksonville, the city, was connected by ferry boat to communities across the river. Bridges were built to these communities.

Busses took the place of streetcars. Cars took the place of busses for many people. Indian paths now became an expressway through Jacksonville.

Besides the port and transportation, Jacksonville has grown through

industry. Many insurance companies, banks, and factories started up business in Jacksonville. Others have moved to Jacksonville.

The people of Jacksonville have used their natural resources. The river, climate, and location have allowed Jacksonville to begin from a small French colony to a "Gateway City" to the world. Others have moved

JACKSONVILLE'S CITY GOVERNMENT

In the city of Jacksonville, many people live together. When people live together, sometimes one person's wants and rights get in the way of another person's wants and rights. To prevent fights over this, we need laws.

Laws help people live together. They protect what belongs to us. Laws keep people safe. They protect our rights and the rights of other people in the community.

Who makes the laws for Jacksonville? The Jacksonville city government makes our laws. The Sheriff's Department carries out the laws. The courts punish those who break the laws.

Jacksonville's government is divided into three parts: Legislative,

Executive, and Judicial. The major part of the Legislative Branch is the City Council. The Council is made up of 19 men and women chosen by the people of Jacksonville.

The City Council members listen to people. They take ideas and suggestions from the people to the City Council meetings. They discuss these ideas. Some of them are written down and voted on.

After the City Council votes on a law, it is sent to the Mayor. The Mayor is the head of the Executive Branch of our city government. The Mayor is elected by the people. He watches over all departments of the executive branch of the city government. He appoints people to be in charge of these departments. He submits a budget to the

City Council suggesting how Jacksonville should spend its money. The Mayor also approves or vetos laws sent from the City Council.

After the Mayor approves a law, the third branch of our city government takes over. It is the Judicial branch. The Judicial branch punishes people who break the laws. These are the courts of Jacksonville.

It is the people of Jacksonville, the voters, who choose their Mayor and City Council. It is the people who talk to the City Council about laws they would like to have to make Jacksonville a better city to live in.

ALPHABET CODE

EACH LETTER HAS A NUMBER UNDER IT. IN THE BOXES WRITE THE LETTER THAT GOES WITH EACH NUMBER.

21 9 22 13 24 19	people from France
7 18 14 6 24 6 26 13 7	the native Americans
21 12 9 7 8 26 13 14 26 7 22 12	the name for the Spanish fort in Jacksonville
19 6 20 6 22 13 12 7	a French protestant
8 11 26 13 18 8 19	people from Spain
9 18 25 26 6 15 7	first French explorer
24 12 15 12 13 2	a group of people who settle together together in a new land
21 12 9 7 24 26 9 12 15 18 13 22	the name for the French fort in Jacksonville
14 22 13 22 13 23 22 1	the Spanish leader who killed the French
15 26 6 23 12 13 13 18 22 9 22	French leader who started the French colony in Jacksonville

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
26	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7

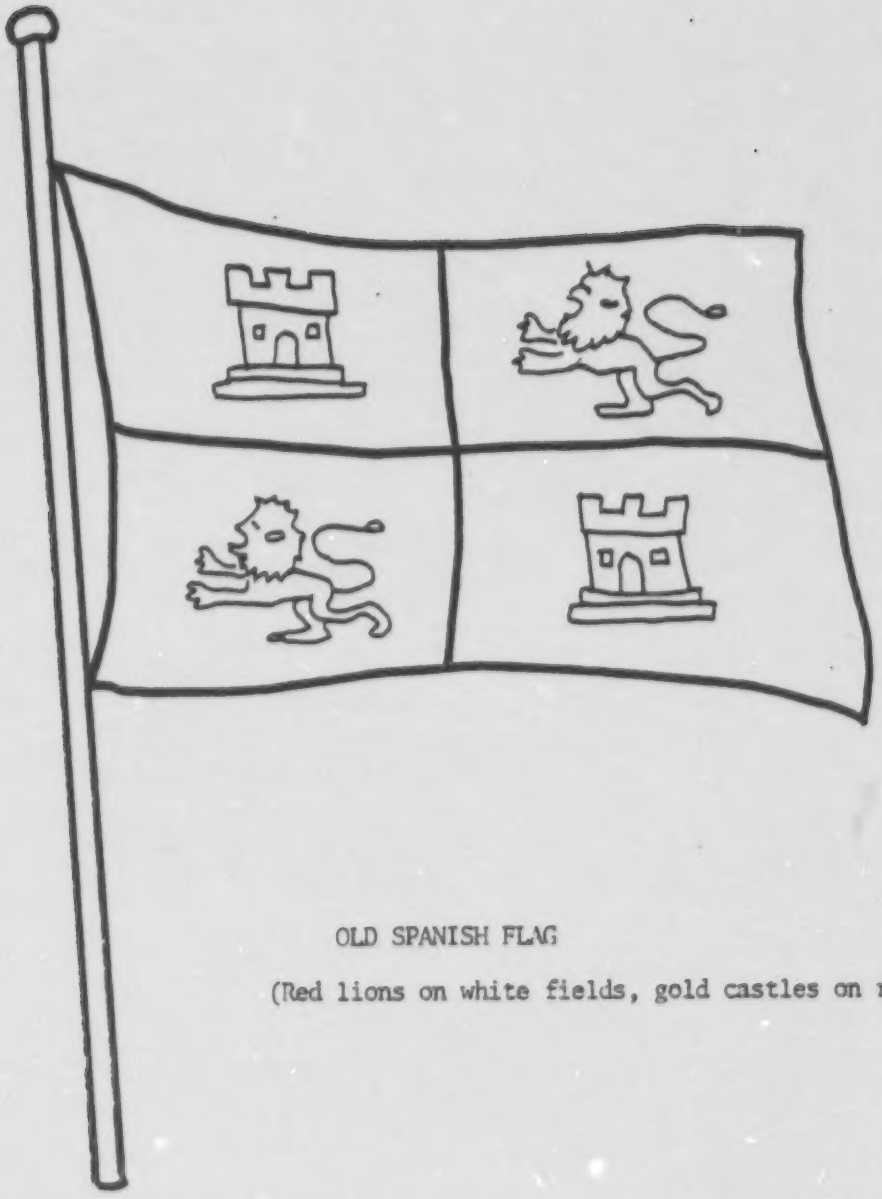
U	V	W	X	Y	Z
6	5	4	3	2	1

BEGINNINGS

F	R	E	N	C	H	M	A	B	C	D	T	S
O	E	F	R	G	H	E	S	I	J	S	I	R
R	K	L	M	E	N	N	O	Y	P	T	M	Q
T	T	V	V	W	I	E	X	N	Y	O	U	Z
C	A	B	C	K	D	N	E	O	F	N	C	G
A	H	I	W	J	K	D	N	L	L	E	U	M
R	N	A	O	P	Q	E	R	O	S	U	A	T
O	H	V	V	W	X	Z	Y	C	D	G	N	Z
L	A	B	C	D	E	F	G	H	I	U	S	J
I	K	L	M	N	O	P	Q	R	S	H	A	L
N	O	E	L	E	D	E	C	N	O	P	A	L
E	S	E	V	V	W	C	X	H	K	E	Z	B
C	E	D	T	E	F	O	G	S	H	U	I	S
J	U	K	L	A	M	L	N	I	O	R	P	N
Q	G	R	S	T	M	O	U	N	V	O	W	A
X	R	Y	Z	A	B	N	C	A	D	P	E	C
F	U	G	H	I	J	Y	A	P	K	E	L	I
M	O	N	O	P	Q	S	R	S	S	A	T	R
V	G	V	W	X	K	T	Z	A	C	N	B	E
D	E	E	G	H	I	F	J	K	L	S	M	M
N	D	O	P	Q	R	S	T	U	V	W	A	A

Americans
Colony
De Gourgues
European
Fort Caroline
French
Hawkins
Huguenots
Laudonniere
Menendez
Ponce de Leon
San Mateo
Spanish
Timucuans

Exercise I - 3.1

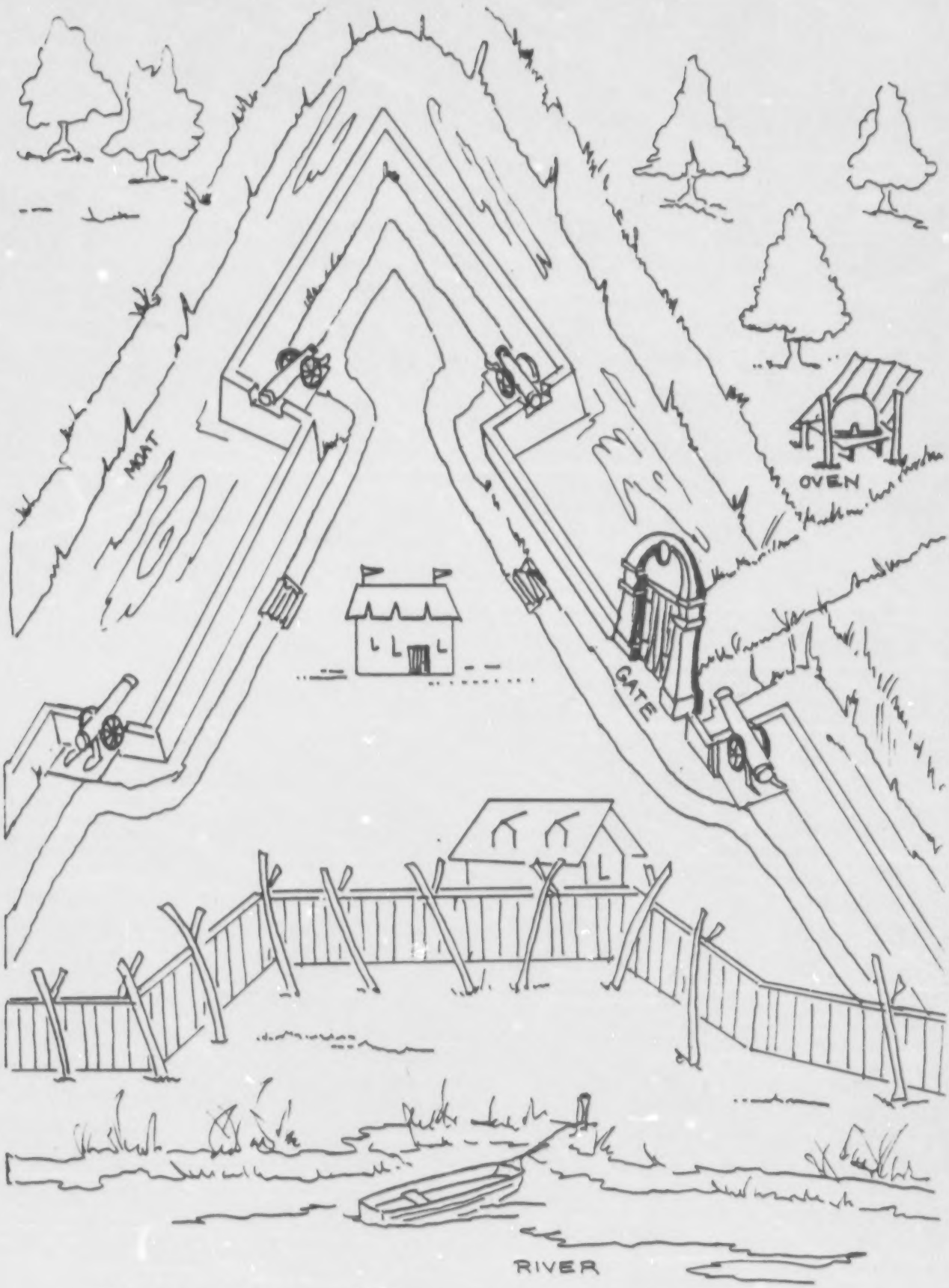


OLD SPANISH FLAG

(Red lions on white fields, gold castles on red fields)

OLD FRENCH FLAG

(Gold fleurs-de-lis on blue field)



Fort Caroline - Original Plan

TIMUCUAN VILLAGE

The Timucuans built a fortified village where they lived nine months out of the year. They built their village near running water. After leveling the land, they drove twelve feet high fencing in a circle around the village. There was a guardhouse at the opening of the fencing.

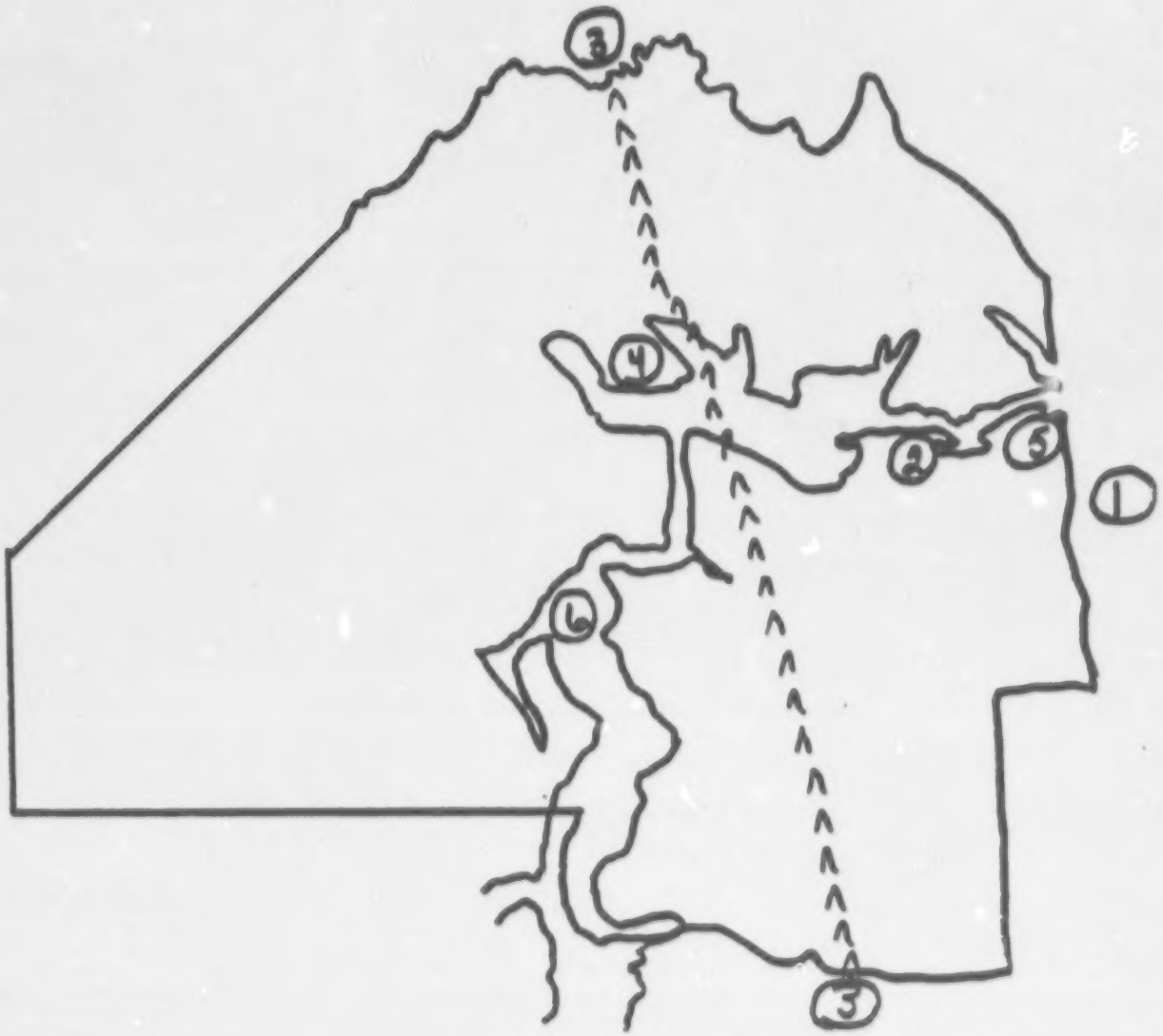
The chief's house was oblong and was built in the center of the village. The rest of the huts were circular in shape. The walls were made of wood and the roofs were thatched.

Duval County

city of Jacksonville

101

1. Atlantic Ocean
2. Fort Caroline
3. King's Road
4. Ossachite
5. Ribault's monument
6. St. John's River



Duval County

city of Jacksonville

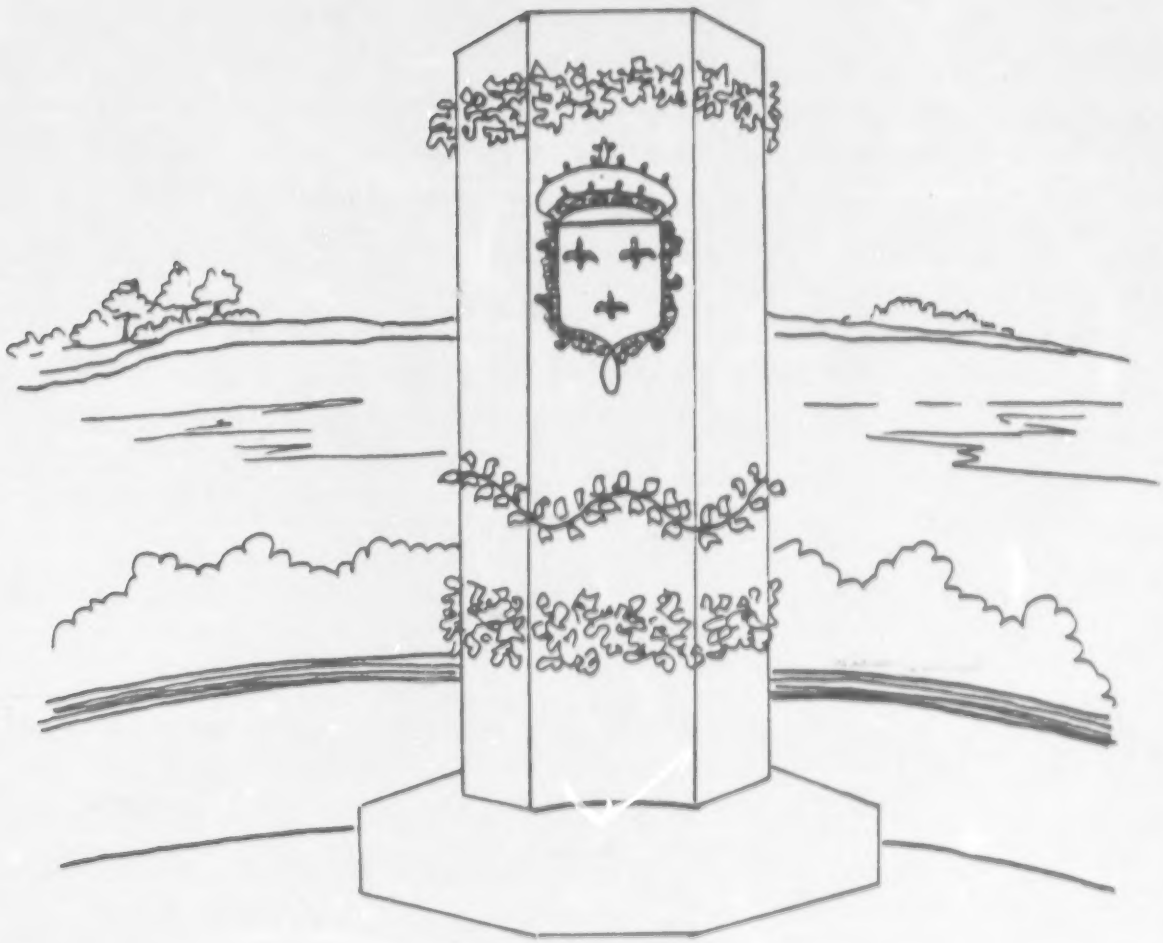
102

Timucuan

Pedro
Menendez

Jean Ribault

104



Ribault Monument

TEACHER APPENDIX 3.2

Teacher Reference 3.2

SAGA OF JACKSONVILLE PART 2

There was little European activity in the Jacksonville area following DeGourgues' attach on the Spanish. The Spanish established the Mission San Juan del Puerto on Ft. George Island which was later destroyed by the British in 1702.

Ft. St. Nicholas was built as a fortification by the Spanish for protection against the English. It was located on the land where Assumption School now stands. During the British occupation of the Jacksonville area it served as protection from the native Americans.

Prior to 1763 the English controlled the land north of Florida. They wanted Florida very badly but failed, during many battles with Spain, to capture the Florida territory.

England gained possession of Havana and in 1763 gave Havana to Spain in exchange for Florida. Most of the Spaniards left the area.

Many British settlers then came to Florida and developed large plantations along the river. Much of this land was procured by land grants. There were four kinds of land grants. These were given according to the rank of a person. A very rich person was given a sawmill grant. One not so wealthy was given a cowpen grant. A soldier received a caballero grant. A very poor person was given a small, or plegeian grant. The four grants differed in size or in the number of acres of land each contained. The land grants were like large plantations. Each plantation was like a very large farm. Here the settlers worked hard to supply nearly all of their needs. They raised many crops, such as vegetables, fruits, nuts, sugar cane, grain, rice, indigo, and cotton. Cattle gave them meat and milk. Chickens gave them poultry and eggs. Cotton was grown for clothing. A few sheep gave them wool. Many trees grew on the plantation. They were used for log cabin homes, fuel, and lumber. Some of the English settled in St. Anthony, which is now Mandarin. Also there were many plantations in the Arlington area which was called St. John's Town.

The English built a highway out of the old trail blazed by the native Americans which started at New Smyrna and lead to the St. Mary's River. This is the present day King's Road (Phillips Highway, U.S. 1). Good roads led to the plantations. Cotton, lumber, naval stores (turpentine and rosin) and citrus fruits were the leading crops. These crops were important not only in supplying the needs of the settlers but also were for export to England and Spain.

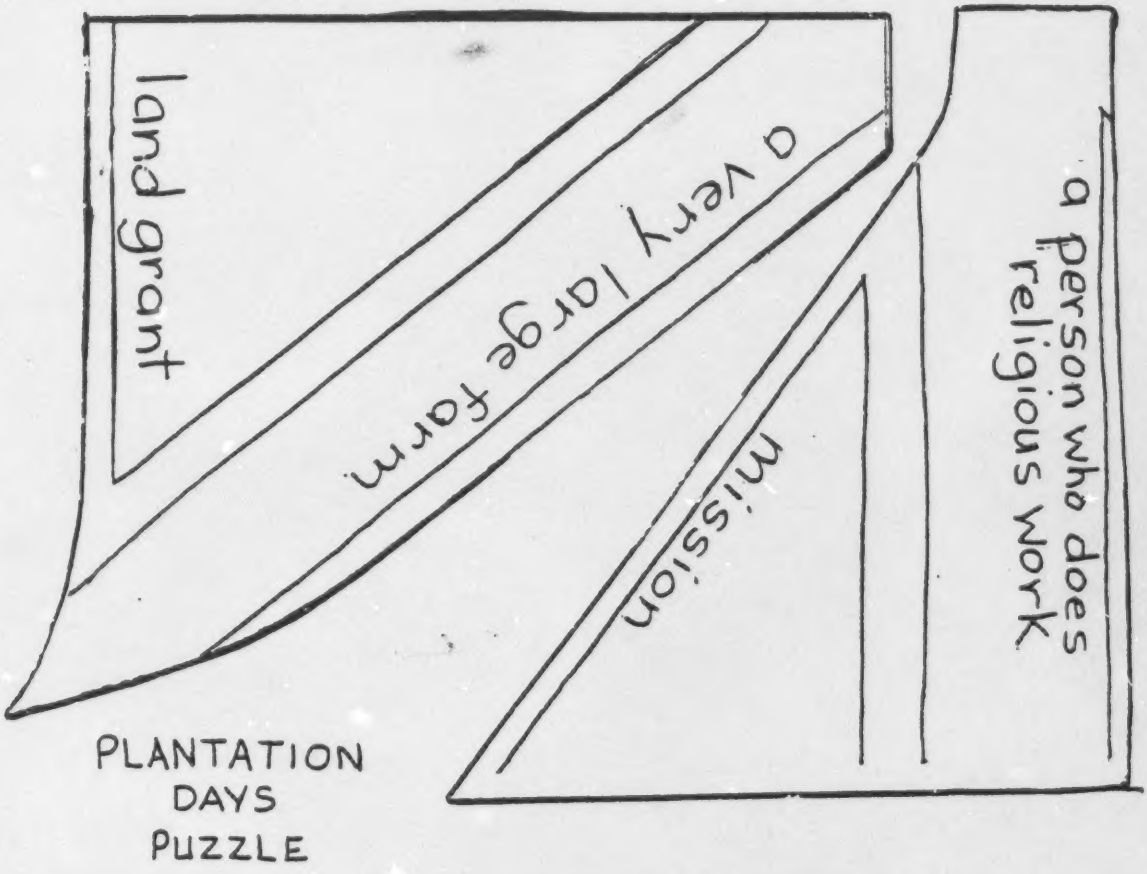
The English encouraged many people from all countries to come to Florida by offering them land and religious freedom. During the next twenty years the colonial plantation system based on slave labor, thrived in this area.

One of the first plantations established during this time was located on Ft. George Island. A man by the name of Tucker was given a land grant. He successfully grew rice and indigo for which England paid generously. When Florida was again under Spanish control after 1783 the ownership of the plantation passed on to Don Juan McQueen. It was at this time that the small tabby-brick house, the "Anna Jai" house was built. Having encountered financial difficulties, McQueen sold the plantation to John McIntosh who in turn later sold it to Zephaniah Kingsley.

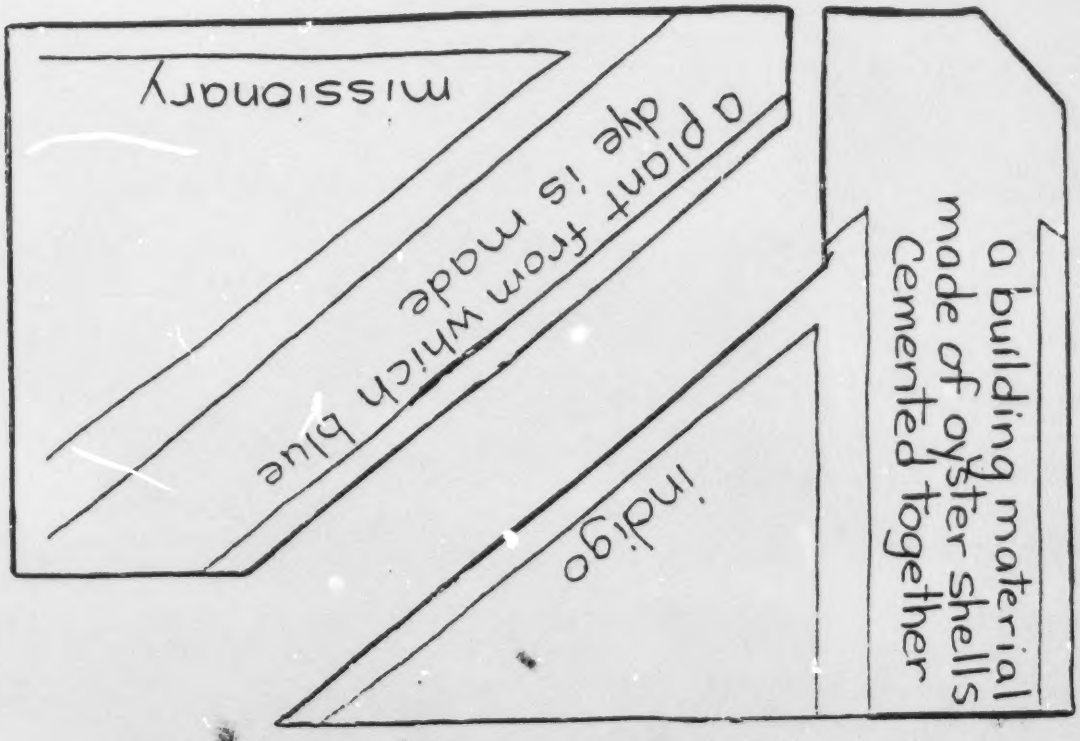
Kingsley amassed a fortune in slave trading and was one of the largest planters in East Florida. It was Kingsley who built the 26 tabby slave quarters. The plantation house that he built in 1813 near the mouth of the St. Johns River is the oldest plantation still standing in Florida today.

Florida remained loyal to England during the Revolutionary War. When the war was over and the colonies had won their freedom, Florida was given back to Spain. The English were given the Bahama Islands in exchange. Many English had built beautiful homes and plantations in Florida and were very angry about having to live under Spanish rule. Whereas, the English had always encouraged all nationalities to come to Florida and had accepted all religions, the Spanish encouraged only Spanish people and the Catholics to settle. Also, at one point the British had destroyed many of the Spanish missions so it is easy to see why they would be uncomfortable living under Spanish rule. Therefore, many went to the Bahama Islands to live while others moved to Georgia and other English-speaking colonies.

Cut out the puzzle pieces.
Match all words to their meanings and glue them down.
What picture do you have? Color it.



PLANTATION DAYS PUZZLE



pieces of land given by the King
a place where people worked, played, and worshiped
Tobby
British
plantation
people from England

plantation

a very large farm

British

people from England

land grant

tabby

ANSWER KEY:

PLANTATION DAYS

PUZZLE

pieces of land
given by the King

a building material
made of oyster shells
cemented together

a place where people
worked played and worshiped

a plant from which blue
dye is made

indigo

mission

a person who does
religious work

missionary

111

PLANTATION SCRAMBLE

REARRANGE THE LETTERS IN EACH GROUP BELOW TO REVEAL THE SEVEN WORDS LISTED IN THE WORD BANK. WHEN THEY ARE REARRANGED, UNSCRAMBLE THE CIRCLED LETTERS TO IDENTIFY THE WORD THAT NAMES THE PEOPLE THAT TRADED FLORIDA FOR HAVANA.

1. m y i r s a (s) n i o _____
2. (h) B i i t s r _____
3. d a l (n) r g n a t _____
4. l o (p) n a i t t n a _____
5. n m i (s) i s o _____
6. b y (a) b t _____
7. n g (i) d i o _____

8. _ _ _ _ _ _ _

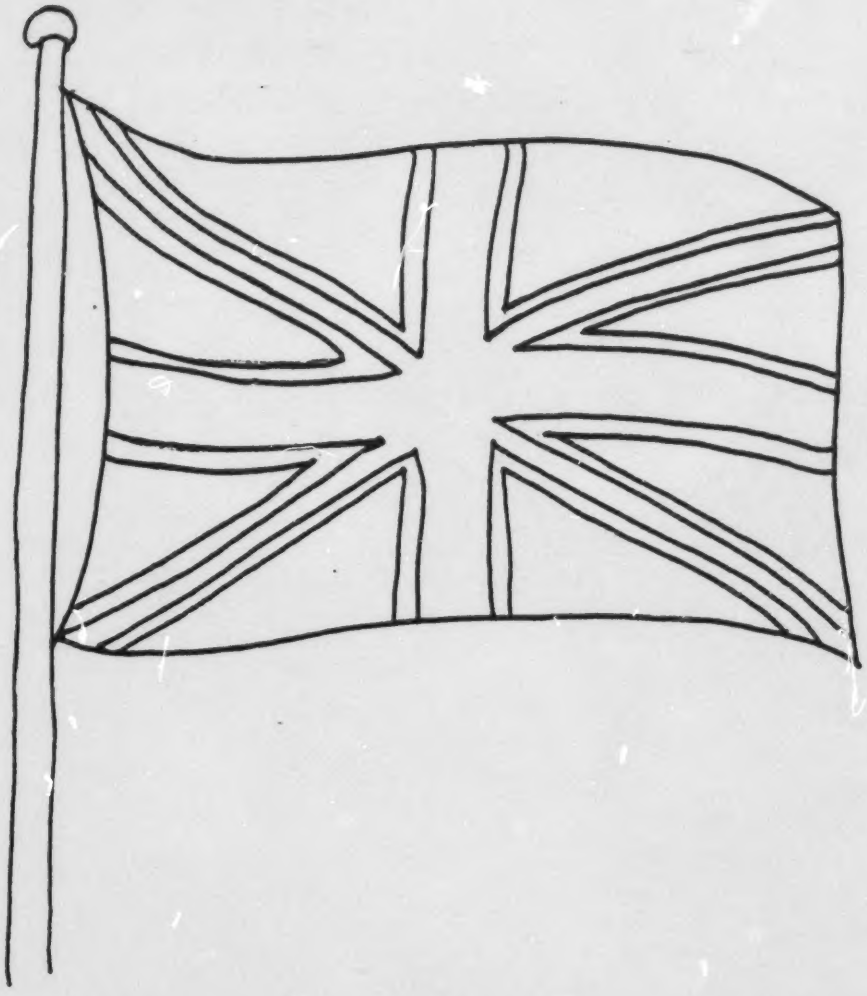
WORD BANK

tabby
plantation
British
land grant
mission
indigo
missionary

Kingsley Plantation

Tabby House

113



Union Jack (English)
(red stripes outlined
in white on blue field)

114

TEACHER APPENDIX 3.3

Teacher Reference 3.3

EARLY COW FORD DAYS PART 3

Many Spanish settlers returned to Florida. They built forts, missions, and beautiful homes. They also gave Spanish names to many places of interest in Florida.

John H. McIntosh from McIntosh County, Georgia, came to Cow Ford in 1790. He liked adventure and eventually clashed with the Spaniards. He was imprisoned in Cuba but later returned to Georgia. He and his men came back to Cow Ford and destroyed the Spanish fort, San Nicholas, and the Spanish boats on the river. Later, he made up with the Spaniards and moved to Cow Ford and profited from the export of lumber.

Robert Pritchards was noted as the first white settler in Cow Ford.

In 1804 several men, John McQueen, John Houston McIntosh, Isaac Hendricks, and Zephaniah Kingsley arrived in Cow Ford and had great influence in the territory. They bought several thousand acres of land and engaged in their plantation lifestyles.

John Underwood built a sawmill on Black Creek which he operated from 1804 to 1812. According to Captain George, he invested "from eight to ten thousand dollars" in this mill.

In 1812 Spanish, English, and the Seminoles did not get along. General Andrew Jackson was sent by the United States to settle the troubles. This conflict is known as the War of 1812. In 1814 the Spanish were expelled by General Jackson and his men.

The Georgians invaded Florida and set up temporary government with John McIntosh as President of the Republic of Florida. The government had a director-general, an army, a flag, a constitution, and for over a year, Fernandina was its capital.

In 1816 Lewis Zachariah Hogan and Donna Maria Suarez married and built the first permanent home at the corner of Hogan and Forsyth streets. They forded cattle over the river at the foot of Liberty Street.

The Seminole Wars began in 1817. The chief of the Seminole Village warned the soldiers that he would not tolerate any trespassing on his hunting grounds. The soldiers tried to capture the village and the Indians retaliated. Under the command of General Andrew Jackson, the American forces attacked the Seminoles again until the Seminoles were subdued.

In 1818 John Brady came to Cow Ford and built a home big enough to accommodate travelers. He established the first ferry at the narrowest point of the St. Johns River.

Ten plantations existed within a radius of five miles in Cow Ford by 1819.

William G. Dawson and Stephen E. Buckles from Georgia liked Cow Ford and decided to stay. They built a log cabin on the south side of Adams Street near Market Street. They later built the first frame building in this area. They brought in stock by boat from New York. With these supplies they started the first general store and named it Dawson and Buckles.

People came from great distances to trade. They sold many different items. Dawson purchased many acres of land which is now Springfield.

Isaiah David Hart, the founder of Jacksonville, was the next settler of Cow Ford. He and his brother had heard of the success of Dawson and Buckles and decided to move here. They moved their possessions up the river and purchased eighteen acres of land for $72.00 which was paid in cattle. Their cabin was built on the south side of Forsyth Street between Market and Newnan Streets.

There was no inn in Cow Ford so people slept out in the open. Dawson and Buckles started letting people use the attic above the store and furnished them blankets. The two men built the first frame house in the area for a boarding house and asked Mrs. Sarah Waterman to come and take charge. The hotel was called the "Inn". The population of the settlement increased one hundred per cent because of this. The Inn soon became known as "Waterman's Inn".

In 1819 the Spanish government sold Florida to the United States for $4,100,000.00. Florida became a United States territory in July, 1821. Isaiah D. Hart decided to lay out the townsite. He finally convinced his friend Brady. So, they surveyed the townsite, naming Newnan, Market, Liberty, and Washington Streets. Crossing these streets were Bay, Forsyth, Adams, Monroe, and Duval. These all formed a twenty block area.

The unified government of Florida was established March 30, 1822. William P. DuVal, a Virginian, became the first Territorial Governor.

It is reported that John Warren who served under Jackson suggested the name Jacksonville. No one objected. The city officially came into being in June, 1822. It has been decided that we would celebrate Jacksonville's birthday on June 15 each year.

The early settlers were busy people. They had little time for recreation. Sunday, the settlers worshipped, rested and visited friends and neighbors. The men would gather around the cool well under the shady tree and chat. They probably chatted about news of the village, planting crops, caring for cattle, harvesting fruits and vegetables, cutting logs for new buildings, fishing, hunting, and other interesting things.

The women exchanged plants, recipes, and patterns for clothing. They liked to sew, crochet, knit, and quilt. Sometimes the ladies would make lemonade and home-made cookies for the guests. At other times they all enjoyed a picnic supper under the shade of the oak trees in the yard. They would drink fresh, cool water from gourd dippers with long handles.

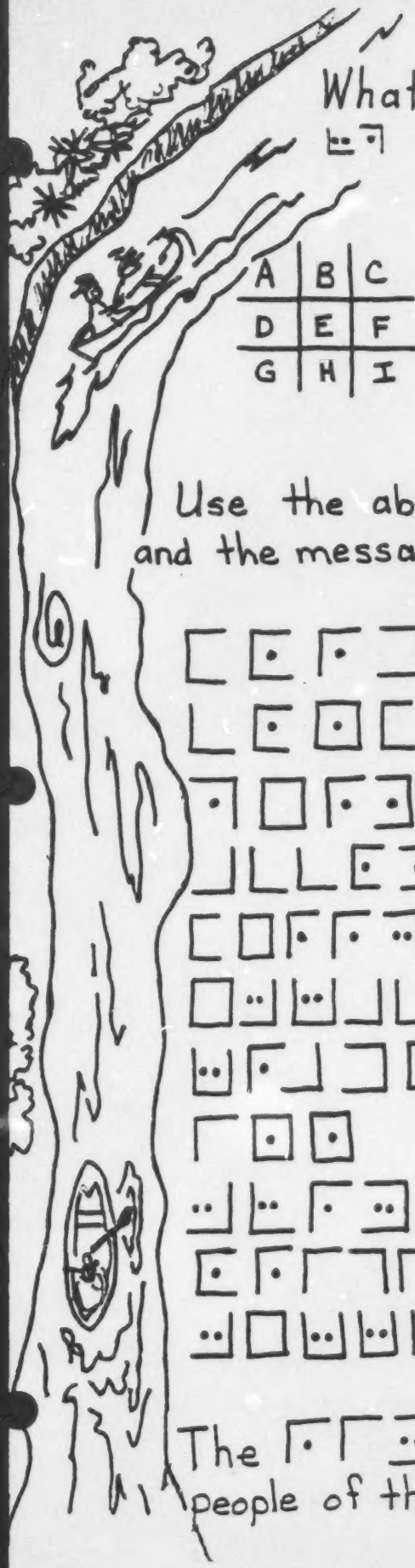
Dances and carnivals were popular in times of celebration. Sometimes there were even masquerade parties. The people enjoyed dressing as someone or something else and parading through the streets.

The children played games for which little equipment was needed. Hop relay was a game in which the players had to kick the ball three out of five times across fifteen feet of the goal line. Rocking horse, another game was when you lie down with your face downward. Hold ankles and rock back and forth. The children also made dolls from corn shucks for themselves. They would pretend exciting adventures for the little characters.

The St. Johns River has been crossed at the Jacksonville area as far back as the history of this area can be traced. Being about 350 miles long, it is the longest river in Florida. The **Timucuans**, who lived along the river called it Welaka which meant strange or different river. It is strange because it rises near the Everglades and flows northward into the Atlantic. This makes it different from most rivers. The river is also six to ten miles wide in the widest parts.

The river had many uses. The **Timucuans** used dugout canoes to travel the river and they caught fish from the river to eat.

Eventually flat-bottom boats were built to be used as a ferry to carry people and things across the river. Later the steamboats came and many people were able to come and go by means of the river.



What's the Code?

A	B	C
D	E	F
G	H	I

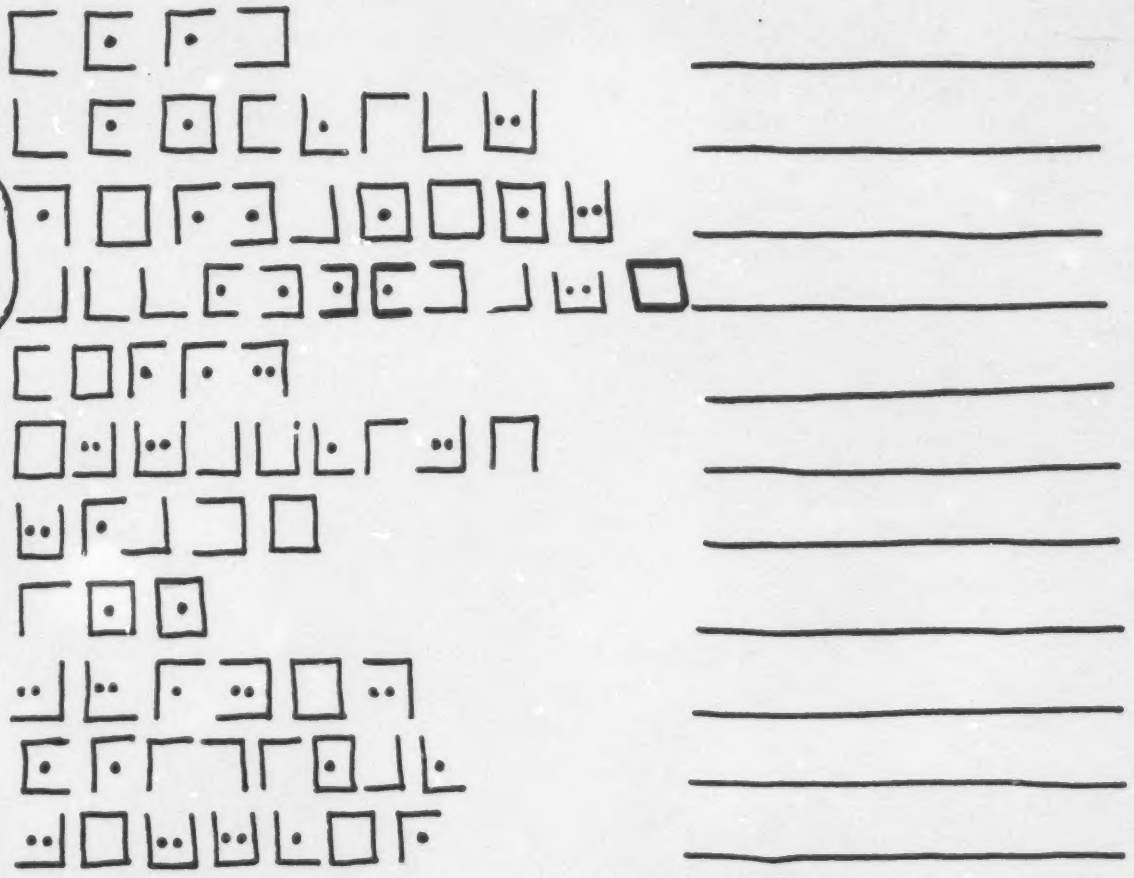
•

J	K	L
M	N	O
P	Q	R

••

S	T	U
V	W	X
Y	Z	•

Use the above code to decode the words and the message below.



The was important to the people of the area.

Complete - A - Word

Use the letters below to complete the words below. Use each letter only once, placing only one letter on a dash.

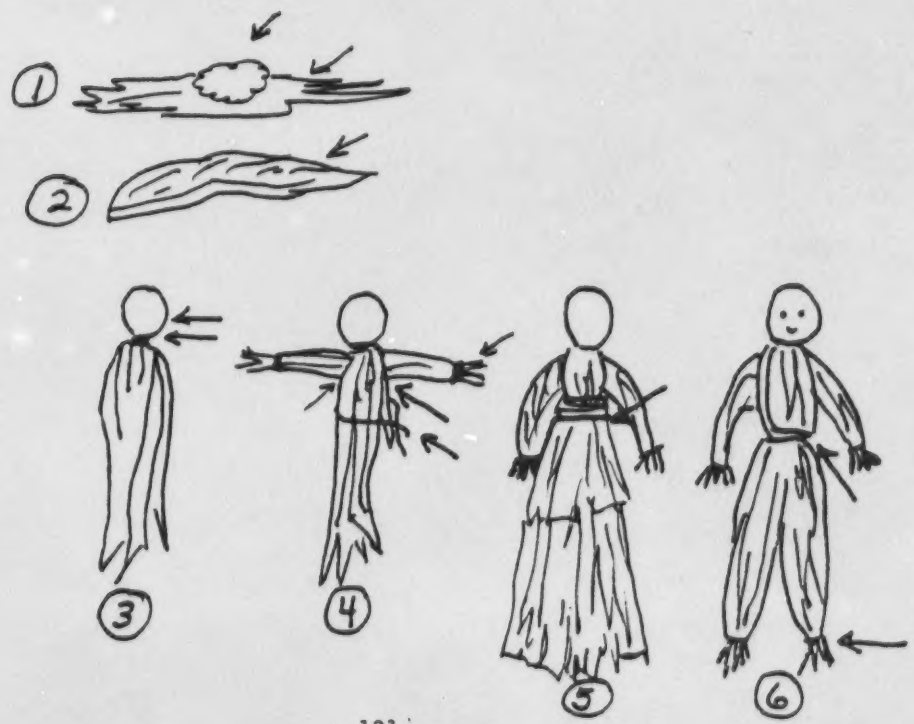
A B C D E F G H I J K L M N O R S T U V W Y

1. _ o r d
2. f e _ r _
3. f _ s h
4. t r a _ e _
5. t r a _ e
6. d u _ o u _ _ a n _ e s
7. _ t e a _ b o _ t s
8. r i v _ r
9. m o _ t _
10. _ o a t
11. _ e l a _ a
12. S t. _ o h _ s

CORN HUSK DOLLS

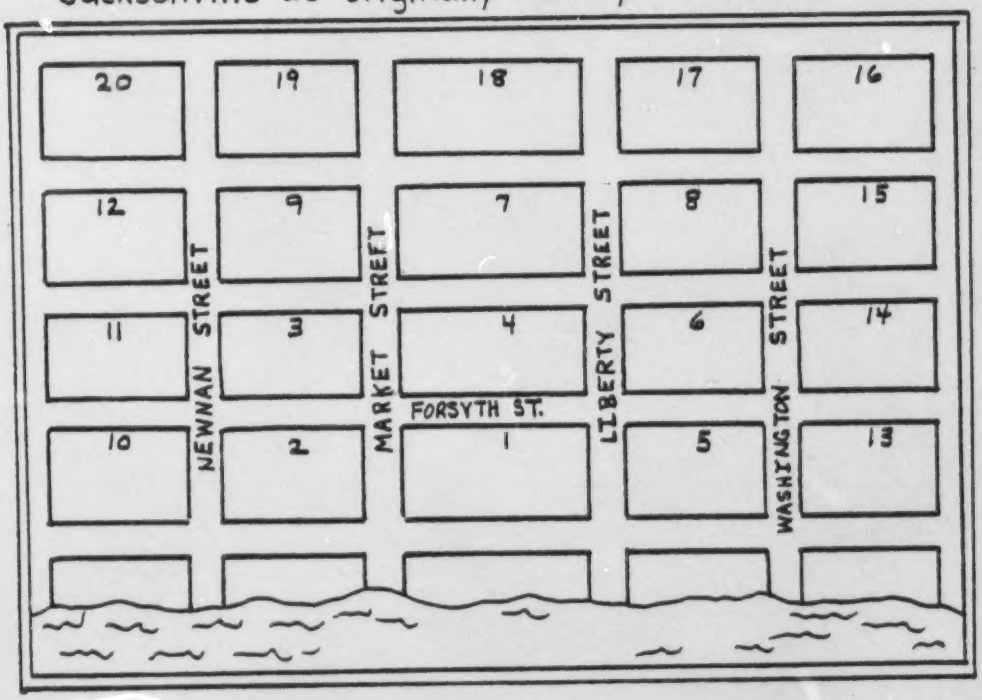
Materials: Seasoned cornshucks
Pieces of cotton
Thin string
Large eyed sewing needles
Water pail

Procedure: Shucks must be cured on the ear, so gather in late summer or early fall. Use inner layers, save cornsilk for hair. Soak shucks in water for a half hour and keep them damp while working. From cotton wad into a ball. Take damp shuck and place cotton in center of it. Smooth stalk over the cotton and make ends meet. Tie string around shuck at base of cotton ball - head is now formed. Now take several husks and roll them so they are long and tube- like. Tie string to each end of lengthwise husks forming arms and hands. Stuff cotton under the arm piece between the husks, then tie beneath with string. This will form bodice or chest. For girl doll, leave corn shucks straight to form skirt. Cover the string with a piece of shuck about 1/2" wide and tie in back. For boy doll, split each end of the main shuck length-wise up the middle; add more shucks, tuck them into waist and tie in place. Tie off the end of shucks to form feet. Hair: Glue or tie hair onto dolls using corn silk, yarn or other fibers. Make face using your own imagination. Dry out in sun to prevent mildew.



Name _____

Jacksonville as originally surveyed in. 1822



History of Jacksonville
By T. Frederick Davis

Directions: Label the following on the above map.

1. Dawson and Buckles store
2. Adams Street
3. Monroe Street
4. St. Johns River
5. John Brady's house
6. Bay Street
7. Duval Street
8. Brady's ferry
9. Isaiah D. Hart's house

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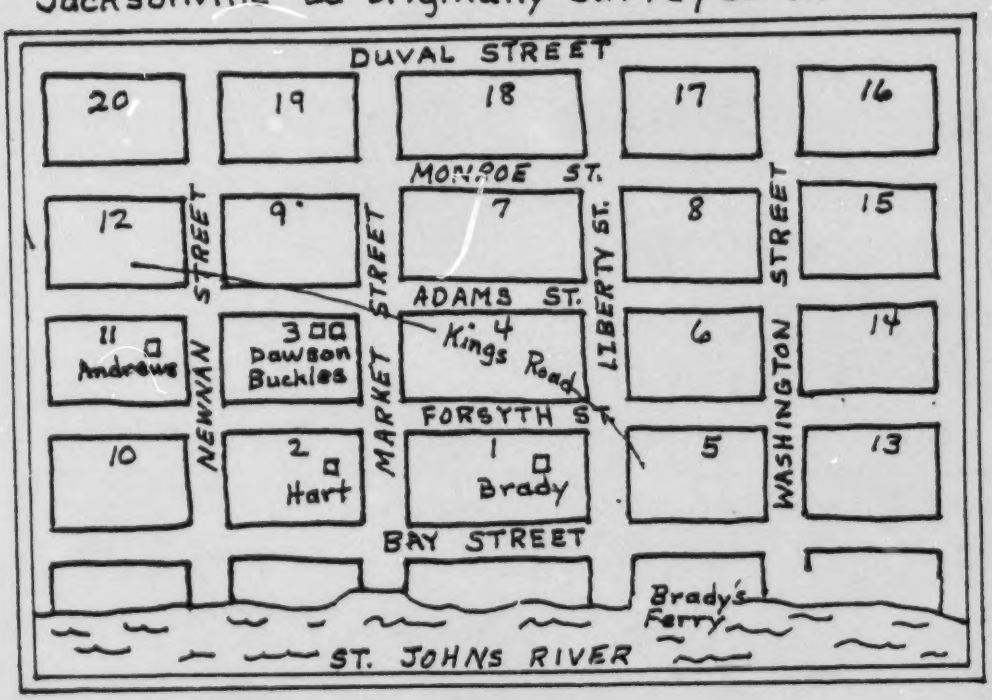
Jacksonville as originally surveyed in 1822



History of Jacksonville
By T. Frederick Davis

TEACHER APPENDIX 3.4

Teacher Reference 3.4

SAGA OF JACKSONVILLE PART 4

During the 1800's Jacksonville was plagued with many hardships fever, fire and war. In the summer of 1853, Jacksonville experienced a small epidemic. A local attorney had contracted the disease in Georgia and returned to Jacksonville before he fell sick. The epidemic was severe. There were many deaths and many were left badly scarred.

It was just one year later, in 1854, that an epidemic of scarlet fever raged through the town causing numbers of people to die. It is believed to have been spread by a child who was playing with some sailors on a vessel at the wharf, one of whom had the fever.

In the summer of the same year, there was an outbreak of yellow fever in Savannah. Jacksonville, having twice suffered with epidemics of fever, prohibited Savannah steamers not only from stopping at its port but even from passing their way on the river. This quarantine prevented the fever in Jacksonville in that year.

However, in 1857 yellow fever raged through the town. At least 600 people were stricken, killing 127. It was summertime, so most of the people who were not sick closed up their stores and left town. The streets were deserted. Those that stayed, including courageous doctors and clergyman, nursed and ministered to the sick. In October and November the temperature dropped to below freezing and the fever subsided. Residents returned home and business once again resumed as usual.

Panic ensued among the people of Jacksonville in 1877 when a few cases of yellow fever were reported in surrounding towns. Once again authorities banned anyone from the infected districts from entering Jacksonville. Only a few cases and deaths were reported before the temperature fell to freezing, therefore, business was not completely paralyzed. At those days it was thought that the freezing temperatures killed the yellow fever microbe.

In 1883 another smallpox epidemic was announced by the Board of Health. This time the tables were turned and surrounding towns quarantined against Jacksonville, refusing anyone from the infected area to come to their towns. Approximately 180 cases and 54 deaths were reported.

It was a hot summer in the year 1888 when a Tampa businessman checked into a local hotel and fell sick. A doctor was summoned and the case diagnosed yellow fever.

These words caused such alarm that all modes of transportation were jammed with people leaving the area. Other towns heard of the epidemic and closed their doors to people and supplies from the Jacksonville area. Therefore, many of these people had to wander from place to place.

This disease could mean the difference between prosperity and bankruptcy for businesses.

Not knowing what caused this dread disease, many remedies were tried to get rid of the fever. One was the concussion experiment in which heavy cannon charges were fired at intervals during the day in hopes they would kill the yellow fever microbes. The only results were broken windows. Large fires of pine and tar were burned to purify the air and prevent infection. Finally, it was decided that everyone should be evacuated from the town. Refugee camps were provided which housed several hundred people.

Once again in November the temperature dropped to freezing and the epidemic was considered at an end. Business in Jacksonville quickly recovered and trade resumed.

This was the last recorded yellow fever epidemic in Jacksonville history. This distress could well have been saved if the mosquito theory of a Cuban physician had been considered in 1881. It was ignored, however, until 1900 when it was demonstrated without a doubt that the carrier of the yellow fever germ was the mosquito.

The first of many great fires to plague the Jacksonville area came on April 4, 1854. Most of the buildings were made of very inflammable pitch pine and since there was no way of controlling large fires, it was only a matter of time before the town would suffer destruction by fire.

The fire was originated in a hay shed by a spark from the steamer "Florida". It spread very rapidly destroying seventy buildings.

Again in 1856 and 1870 many buildings in the downtown area and entire blocks were destroyed by fires that began in wooden buildings. The volunteer fire department had difficulty in putting them out.

Florida seceded from the Union in 1861 and became a Confederate state. Jacksonville rebels formed the Jacksonville Light Infantry and the Duval County Cow Boys who offered their services. They were ordered to fortify the mouth of the river.

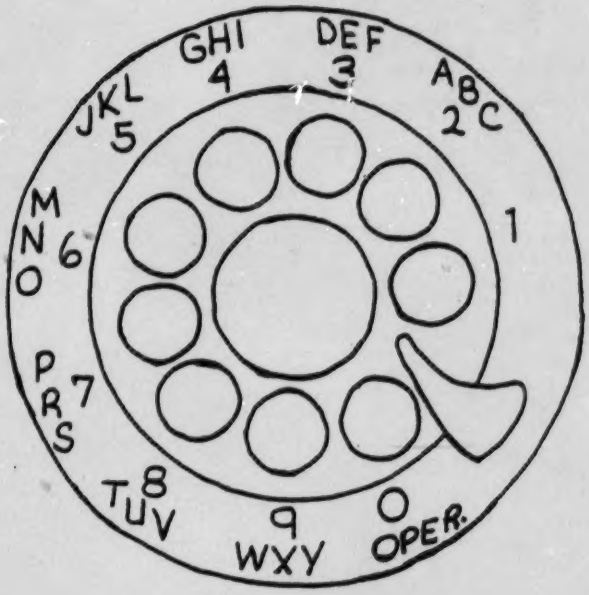
Federal troops occupied Jacksonville four different times during the Civil War. The fourth time it was occupied in an effort to cut off supplies to the Confederate Army. Among Florida's contributions to the

Confederacy were salt for curing meat and domestic use, and cattle which provided beef, tallow for candles, and hides for leathers.

On February 20, 1864, the Confederates met the Union Army at Olustee in what was to be the major engagement of the Civil War in Florida. The Confederate Army defeated the Federals. The Union troops retreated to Jacksonville where buildings were turned into hospitals for the wounded.

"HELP-HELP"

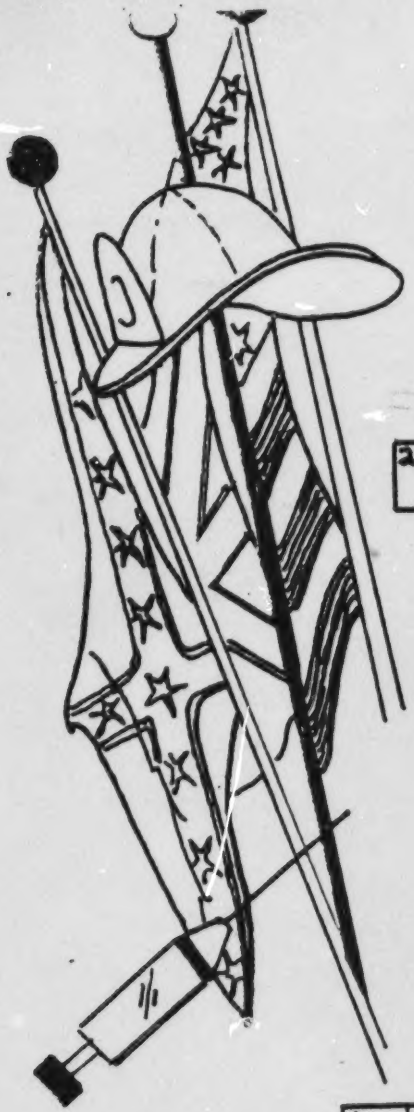
USE THE NUMBERS ON THE TELEPHONE DIAL TO DECODE EACH OF THE LETTER GROUPS BELOW AND UNCOVER THE WORDS THAT ARE LISTED BELOW.

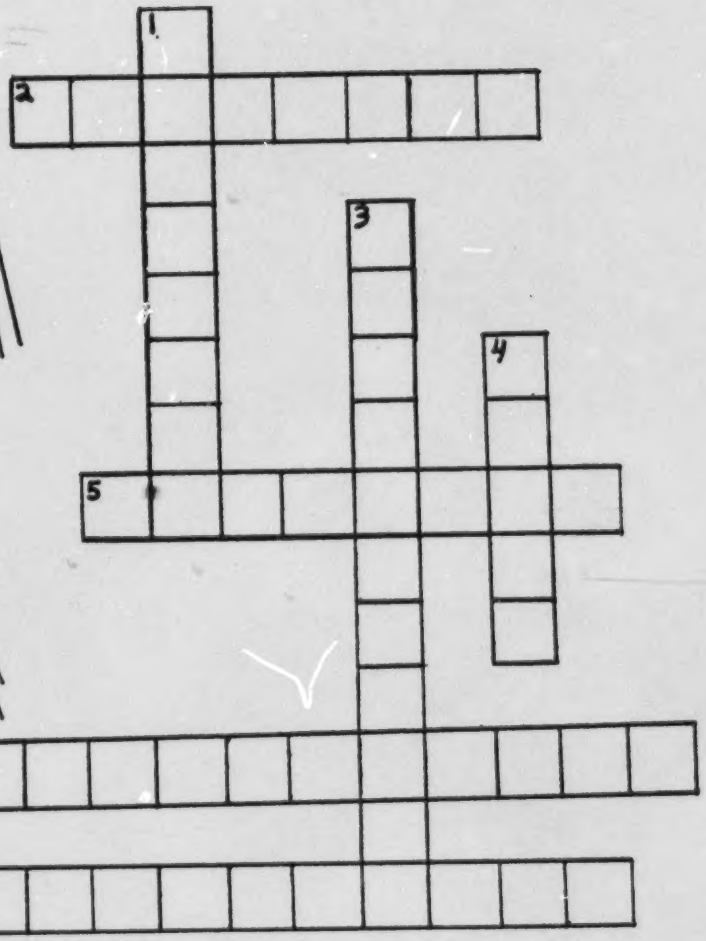


1. 4 2 7 3 7 4 4 7 _ _ _ _ _ _ _ _ _
2. 3 7 4 3 3 6 4 2 _ _ _ _ _ _ _ _ _
3. 9 3 5 5 6 9 3 3 8 3 7 _ _ _ _ _ _ _ _ _ _ _ _ _
4. 7 6 2 5 5 7 6 9 _ _ _ _ _ _ _ _ _
5. 8 2 2 2 4 6 2 8 4 6 6 _ _ _ _ _ _ _ _ _ _ _ _ _ _
6. 8 6 4 6 6 _ _ _ _ _ _
7. 2 6 6 3 3 3 3 7 2 8 3 _ _ _ _ _ _ _ _ _ _ _ _ _

Confederate
epidemic
vaccination
smallpox
yellow fever
Union
hardship

FIRE, FEVER, AND WAR





Across

2. a disease that causes little sores on the body
5. the rapid spreading of disease
6. a shot given to prevent disease
7. a disease carried by the mosquito

Down

1. something that causes suffering
3. name for eleven southern states which left the Union
4. another name for the United States of America

Resource Person Information Sheet

Date of visit _____ Time _____ a.m. _____ p.m.

Resource Person _____

Title/Position _____

School _____

Address _____

Principal _____ Phone # _____

Teacher _____ Room # _____

Grade Level (s) _____ Age of Students _____ No. of Students _____

Total time for Presentation _____

Topic of Presentation _____

Objective being taught _____

Information we would like included: _____

_____

Student questions attached if available.

A-V Materials needed for presentation _____

Contact Resource Person at: _____

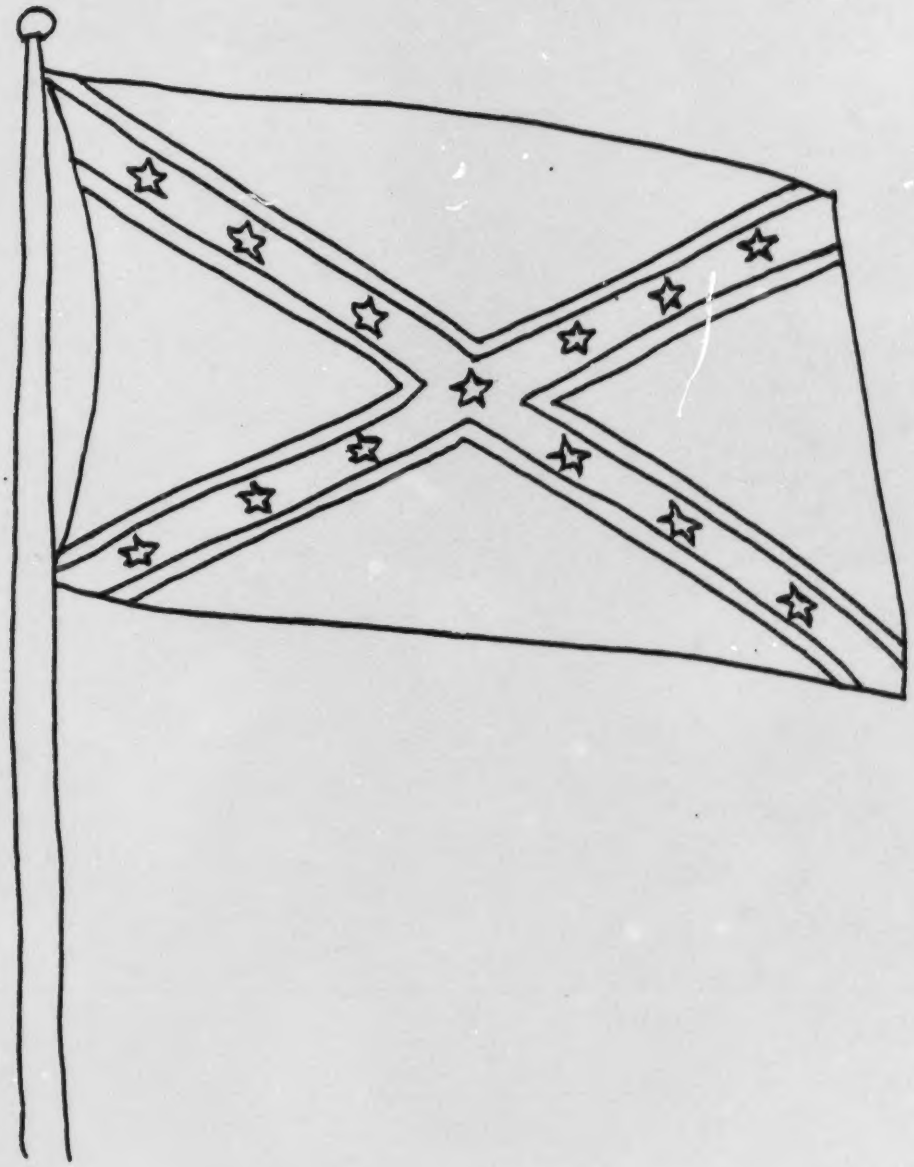
Name: _____

Business: _____

Address: _____

City/St.: _____

Phone #: _____



Confederate Flag
(white stars, blue stripes outlined in white, on a red field)

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TEACHER APPENDIX 3.5

Teacher Reference 3.5

TRANSPORTATION THEN AND NOW

At the beginning of the 1800's people traveled by covered wagons, ox carts, and stage coaches which took several days to get from one town to another. During this time people got across the St. Johns River by ferry.

Sometimes a horse trolley was taken to get from the St. Johns River to St. Augustine. The first trolley ran among Bay Street. Later the trolley was replaced by streetcars running on steel tracks.

Some people traveled the river by steamboat and sailing vessels.

By 1860, the first railroad was built. This locomotive was called the Jacksonville and the train itself was called the Alligator Express because it ran between Jacksonville and Alligator Town (now Lake City).

Side-wheel ferries were in service first. Then in 1883 a small steam ferryboat called the Armsmear was put into service to carry passengers across the river. The ferry was used often until the highway bridge across the river was opened. This reduced the business to the point of almost non-profit.

Twenty years before the coming of the automobile, the bicycle gave pleasure to many people. The first bicycle in Jacksonville was an original. It was the high kind with a 60 inch wheel in front and a small wheel in back.

In 1895, the Jacksonville Street Railway Company ran its first electric street car. The fares in the 1800's ran from 5 cents to 7 cents.

The first auto car in Jacksonville was built by John Einig of Jacksonville. This was in 1896. It had a small steam engine and looked like a buggy with high iron-tired wheels and two single seats. Only a few people who could afford them bought these horseless carriages. Charles Clark of Jacksonville owned the first factory-made stock car known as the the Stanley No. 2. By 1911 there were about 1120 automobiles owned in Jacksonville.

Charles Hamilton made the first flight in Jacksonville of a heavier-than-air machine back in 1910. By 1917 aviation was no longer a novelty.

The St. Johns River was being used more and more for travel. A lighthouse had to be built to aid in the navigation of river vessels.

The tourist trade, citrus industry and commercial traffic increased

in Jacksonville. Trade items included such things as lumber, cotton, oranges, barreled fish, coffee beans and automobiles. The river transportation system was a must in the shipment of these items.

It became increasingly easier for the people of Jacksonville to travel from city to city. The time it takes to travel from place to place has really been reduced.

Teacher Reference 3.5

THE GREAT JACKSONVILLE FIRE

About noontime on May 3, 1901, a fire started in a pile of trash as sparks fell on pieces of fiber at the Cleveland Fiber Company. It was a very dry time of the year. The wind carried the burning fibers to other buildings. The fire spread fast.

Firemen came in horse-drawn fire engines. Within eight hours the whole neighborhood was in flames. Fire engines from Brunswick, Savannah, Waycross, St. Augustine, and Fernandina came with their equipment to help, but the fire was already out of control.

The fire burned 466 acres destroying 2,368 buildings. Fortunately only seven lives were lost. Most of the people of Jacksonville lived in the area that burned.

Many people were left homeless and they were all night finding shelter. The people lost everything they had. Later, thousands of tents were put up for those who lost their homes. Some stayed with others whose houses were not burned. Still others left town to go live with friends and relatives in other cities.

The Great Jacksonville Fire made Jacksonville stand still, but on the Monday morning after the fire, the people of Jacksonville started to rebuild their town. The people had faith. A greater Jacksonville would be built. This time they built the city with fire proof materials such as brick and concrete. This disaster brought about a Greater Jacksonville.

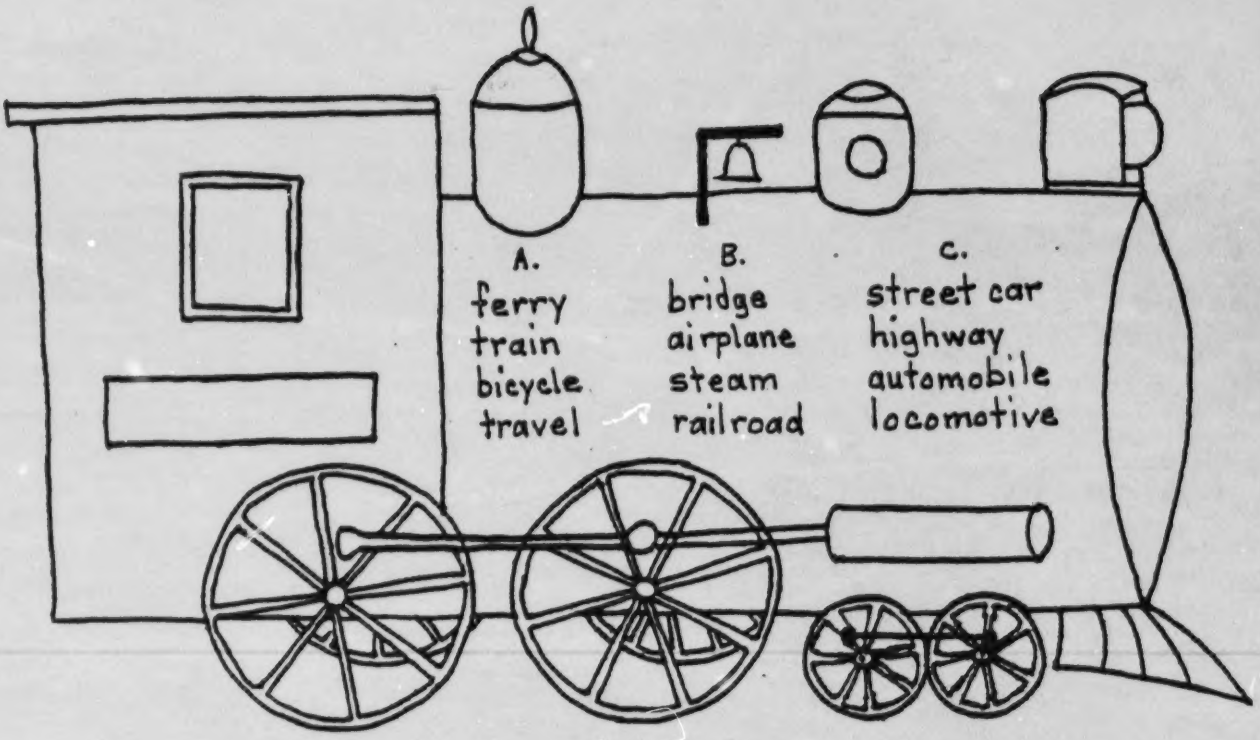
Transportation

Read the definitions. Try to figure out what word fits the definition. Use the letter pairs below to help form each word. All letter pairs must be used. Cross out each letter pair as it is used.

Definitions	Words
1. to move from place to place	1. _ _ - _ _ - _ _
2. a four-wheeled wagon with seats inside and on top carrying people and mail	2. _ _ _ _ - _ _ _ _ _ _
3. a vehicle with a cover and four wheels pulled by animals	3. _ _ _ _ _ _ - _ _ _ _ _
4. an electric car operated from contact with an overhead wire	4. _ _ _ _ _ _ - _ _ _
5. two rails forming a permanent track on which trains move	5. _ _ _ _ _ _ _ _ _
6. a steam or electric engine for pulling railway cars.	6. _ _ _ _ _ _ _ _ _ _ _
7. structure to carry a road across a river	7. _ _ _ _ _ _
8. a vehicle pulled by an engine it carries	8. _ _ _ _ _ _ - _ _ _ _
9. a large ship or boat	9. _ _ _ _ _ _
10. an animal trained and hauling farm supplies and its wagon	10. _ _ - _ _ _ _
11. a motor-driven vehicle kept up in the air by the force of air on the wings.	11. _ _ _ - _ _ _ _ _ _
12. carrying or being carried from place to place.	12. _ _ _ _ _ _ _ _ _ _ _ _ _ _

ac	ad	ag	ag	ai	an	ar	au	av	bi	br	ca
ch	co	co	dw	ec	el	el	ge	hi	id	il	le
le	lo	mo	mo	ne	oa	ol	on	on	or	ox	ra
re	ro	rm	rt	sp	ss	st	ta	ti	ti	to	tr
tr	tr	ve	ve	ve	yc						

Alphabetizing Train



Put each list above in alphabetical order. Then use all the words and put them in order alphabetically.

A.

1. _____
2. _____
3. _____
4. _____

B.

1. _____
2. _____
3. _____
4. _____

C.

1. _____
2. _____
3. _____
4. _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

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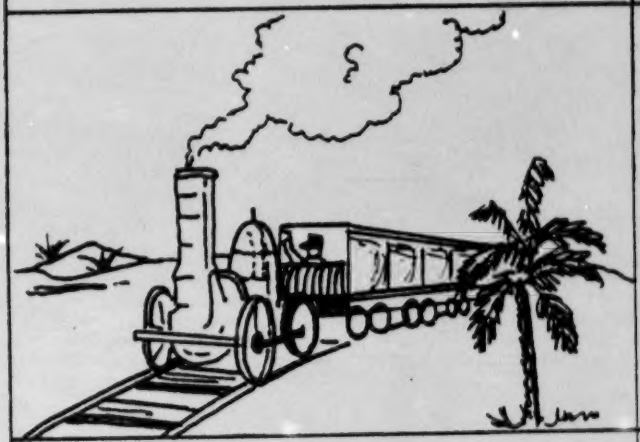
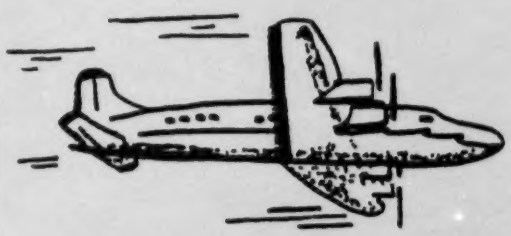
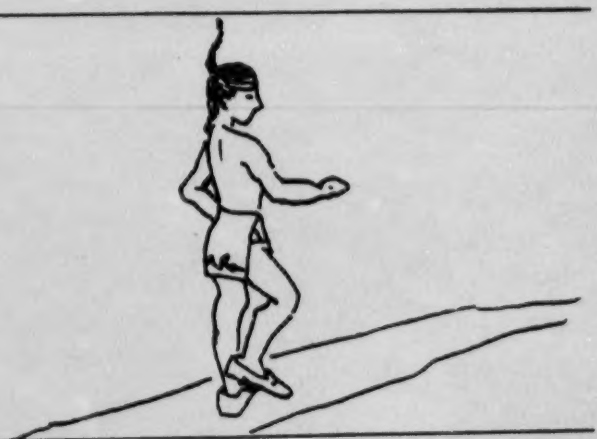
Ways of Traveling

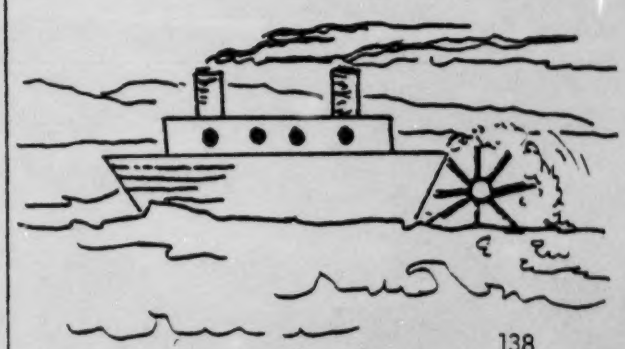
Match the following words to the correct picture.

1. bicycle
2. train
3. steamboat
4. car
5. on foot
6. airplane









TEACHER APPENDIX 3.6

Teacher Reference 3.6

JACKSONVILLE IN THE 20th CENTURY

Since 1901 Jacksonville has shown rapid and steady growth as a city. In 1905, 35,301 people lived in Jacksonville and saw a touring car make the first trek from Jacksonville to the Beach. In 1908 the bridge over McGirts Creek was completed which gave easier access to Ortega and the first skyscraper was begun--ten stories high.

At last! In 1910 Atlantic Boulevard linked South Jacksonville to Mayport. Smallpox raised its ugly head in 1912. An epidemic was avoided by vaccinating over 30,000 people.

Brentwood sub-division opened up in 1913. There was ferry service connecting East Jacksonville and Arlington. The first session of Juvenile Court was also held. Jacksonville had doubled in population: 66,580.

World War I brought people, supplies, and trade to Jacksonville. Camp Johnston had sixteen buildings, fifteen stables, and four thousand horses and mules. N.A.S. Jacksonville now stands here. Shipyards opened and did a booming business. Many supplies were shipped from Jacksonville's port to the war front in Europe. Disease in the form of influenza (grippe) killed 464 people in less than four weeks.

In 1921 the new sub-division of Avondale was opened. By 1925 Jacksonville was the largest naval stores port in the world and WJAX went on the air.

The Thirties saw transportation changes. Streetcars changed to busses. In 1938 they began building the Main Street Bridge which ended the ferry crossing there.

The Forties saw a second World War. Again, Jacksonville played an important role in shipping. In 1945 the war ended and 100 years of statehood was celebrated.

In 1950, 204,517 people lived in Jacksonville and 304,029 lived in Duval County. The Fifties were a time for growth and hidden problems to surface. The city was growing faster each year. Emphasis was placed on bringing in industry and public improvements.

Insurance companies contributed most to the Jacksonville business growth. Hotels, such as the Robert Meyer, were built. The Baptist Hospital was completed adjacent to the Prudential building.

A $90,000,000.00 expressway and bridge development project was started. This led to the building of the Fuller Warren and Mathews Bridges.

The Sixties brought a change in government. There were twice as many people living in the county as the city. The city and county government had many officials receive indictments from the Grand Jury for corruption. Schools were dilapidated. The secondary schools lost their accreditation.

People formed a Study Commission and came up with a proposed charter for consolidating city-county governments. On August 8, 1967, the referendum was passed. Jacksonville now has a single uniform government. This also made it the largest city in land area in the free world (827 square miles).

Jacksonville did not spring up by chance. Some of the best natural resources were available. The river, climate, and location has allowed Jacksonville to begin with a small French colony and end up a thriving modern city with an ever-expanding port.

MAGIC SQUARE

1. Match the item in Column A with the definition in Column B.
2. Write the number of each word in the blank beside the lettter of its definition.
3. Write the number of each word in the spaces of the Magic Square that matches the letter of its definition.
4. Add the numbers down, across, and diagonally on each row. All sums should be the same.

A. City Council

B. Executive Branch

C. government

D. Judicial Branch

E. laws

F. Legislative Branch

G. Mayor

H. veto

I. voters

1. vote against or say no
2. a system of ideas and laws under which people in a city or community live
3. part of the government which punishes those who break the law
4. nineteen men and women chosen by the people
5. help people live together
6. people of Jacksonville who register (sign up) to vote
7. part of the government made up of the City Council
8. head of the city government chosen by the people
9. part of the government headed by the Mayor

A	B	C
D	E	F
G	H	I

Due Process of Law

The city council meets to discuss and plan a new ordinance.

The major signs the ordinance into law.

The Sheriff's Department enforces the law.

A judge sentences those who are guilty of breaking the law.

COMMUNITY LEADERS

INTRODUCTION TO PROGRAM - COMMUNITY LEADERS

Questions for discussion:

What is a community?
Where can we find one?
Are all communities the same?

I am going to read to you about communities. I want you to listen so you can tell us some facts about communities.

A community is a place where people live and work.
In communities there are houses, schools, stores, churches, and factories.
All communities are not the same size.
A large city is a community.
A small village is a community.
A large city is made up of smaller communities called neighborhoods.
The downtown or center of the city is called the urban area.
Suburbs are small communities or neighborhoods just outside the city.

Questions for noting details and recalling facts:

What two things compose or make up a community.
What kind of buildings are there?
Are all communities the same size?
What are smaller communities called?
What is the downtown area called?
What is the name for a community just outside a large city?

Note: This information could be placed on a chart for reading rather than as a listening activity.

Show map of city. Indicate suburbs and urban areas with colored markers.

What kind of a community is Jacksonville?
What kinds of buildings are there in Jacksonville?

Show a picture post card of an aerial view of the city.

Activities:

1. Find post cards, newspaper, and magazine pictures showing different kinds of communities and arrange these on a bulletin board with suitable captions such as "A community is a place where people live and work together. Jacksonville is our city."

2. Make a floor or bulletin board map of Jacksonville using appropriate markings.

3. Make crayon or tempera pictures showing the Jacksonville community day and night.

4. Make pictures showing some of their activities with other community members, their families and friends. Write captions such as "I play at the beach," "I go to school."

I'm going to read to you about your city of Jacksonville, I want you to listen so you can tell us some facts about your own community.

> On October 1, 1968, the City of Jacksonville and the County of Duval consolidated, or combined.
> Jacksonville has a mayor-council form of government.
> The new city contains 840 square miles.
> It is two-thirds the size of the state of Rhode Island.
> Over half a million people live in our city.
> It has the greatest population, the most people, of any city in Florida.
> It is the 23rd largest city in the United States.

Questions for noting details and recalling facts:

When did Jacksonville and Duval County consolidate?
What kind of government does Jacksonville have now?
How many square miles are there in the City of Jacksonville?
What state was used for size comparison?
What is the total population of Jacksonville?
How does Jacksonville rank with other cities in the United States?

Activities:

1. Calculate how many years since consolidation.

2. Discuss measurement terms - miles of land, millions of people.

3. Play a game with ordinals. Twenty-three children hold cards - 1st, 2nd, 3rd, to 23rd. The child holding 23rd also holds a Jacksonville card. (Some able children may wish to do research to find out which are the most populous United States cities.)

4. Locate the state of Rhode Island on a United States map for size comparisons.

Ask children who were born in Jacksonville to stand.
Ask children who were not born in Jacksonville to stand.

Why do families live in a particular community?

(Some people are born there and stay. Others move because they believe they will find a better place to live and work. Jacksonville offers job opportunities, good schools, churches, parks, satisfactory living conditions, the beaches, rivers, a favorable climate, and friendly people.)

Listen so you can find out some of the reasons people would want to live in Jacksonville.

Read key sentences from "A Profile of Jacksonville".

Jacksonville has many opportunities for employment, Many people can find many different kinds of jobs in this city.
There is also a rural area for small farms.
A large naval base is located in Jacksonville.
One of the largest airports in the south operates here.
The community is served by three railroad systems.
The climate is moderate, with a winter season that is mild and short.
There are ten general hospitals, 560 doctors, and 200 dentists.
There is an art gallery, an art museum, and a museum especially for children. Jacksonville residents may attend plays, concerts, and the ballet. They may watch football and basketball games, fish, and play tennis and golf.

Note: This information may be used either as a listening or reading activity for noting details and recalling facts.

Activities:

1. Pretend you are a member of the Jacksonville Chamber of Commerce and are telling a family of the advantages of moving to your city.

2. Write a letter to your grandmother, uncle or aunt or someone else you are fond of who lives in another city. Tell this person why you like living in Jacksonville and why it would be a good place to come to visit. (First check with Mother about a special time for the visit.)

3. Make a graph showing the number of children born in Jacksonville, in Florida, in the United States, foreign countries.

4. Make small self-portraits with crayon and mount them on a map to show where they were born.

5. Tell about different people they know who have diverse ethnic backgrounds.

Why do people in a community work?

(Most people have jobs to earn money to pay for homes, food, clothing, and special things that are important to them.)

What kinds of jobs do people in communities have?

(Some people work at jobs in industry - farmers, paper mill workers, storekeepers who sell goods. Others work for the community by providing services. Doctors, firemen, teachers, librarians, etc., are service people.)

In each community, there are people who become leaders. They guide us in becoming better citizens in our community. They do many different things: work in government, schools, churches, play sports, lead an orchestra, run a business, direct a Little League team, or take care of a family.

We are going to study about some of our community leaders and how they influence the way we live.

SUGGESTED QUESTIONS FOR CHART 1

FOR EACH COMMUNITY LEADER

1. When was _____ born?
2. Do you know anyone else who has a birthday in that month?

   _____
3. How many brothers and sisters does _____ have?
4. What color are her eyes? _____
5. Are your eyes the same color as _____?
6. Which hand/foot does _____ use most?
7. What does _____ like to eat?
8. Do you like any of the same foods that _____ likes?
9. What are _____ favorite colors?
10. What does _____ like to do?
11. Do you like to do any of the same things? _____

INTERVIEW SHEET

Name _____

Place of Birth _____

Birthday (year is not necessary) _____

How many sisters do you have? _____

How many brothers do you have? _____

Are there others in your family? _____

What work do you do? _____

What color are your eyes? _____

Which hand do you use most? _____

What do you like to eat? _____

What foods do you dislike? _____

What are your favorite colors? _____

What do you like to do? _____

What community do you live in? _____

BACKGROUND STORY

COMMUNITY LEADER - Virginia Q. Beverly

Many, many years ago when people had arguments or disputes their only peaceful solution was to compromise. You make compromises today when you and a classmate settle an argument or a dispute by making a decision on which both can agree.

Today when we cannot reach a compromise or the problem is too big for us to handle we use our Judicial Branch of government to settle our dispute for us. There are different kinds of courts under the Judicial Branch of government.

One of the types of courts in Jacksonville is the circuit court. The circuit court handles such things as; choosing a person to look after another person, deciding if a person is able to care for himself, deciding how much certain things cost, all other cases of citizens involving amounts more than $2,500.00, and all cases of young people under eighteen years of age except traffic cases. These young people's cases are called juvenile cases.

Teachers may ask a class the following questions.

1. What is a compromise?
2. What is one type of court here in Jacksonville?
3. Name two types of cases handled in a circuit court.
4. What are juvenile cases?

A circuit court judge must be at least twenty-five years old and a member of the Florida Bar Association for more than five years. They are elected for six years. There are several circuit court judges in Jacksonville.

Judge Virginia Q. Beverly is a circuit court judge in Jacksonville. When she is listening to a case in court, she usually wears a long black robe and uses a gavel (which is a type of mallet or hammer) to keep order or get the attention of the people.

Before becoming a judge, Judge Beverly was a lawyer for about twenty-four years. She first became a judge in December of 1976.

Teacher may ask a class the following questions.

1. What is the youngest age a circuit court judge can be?

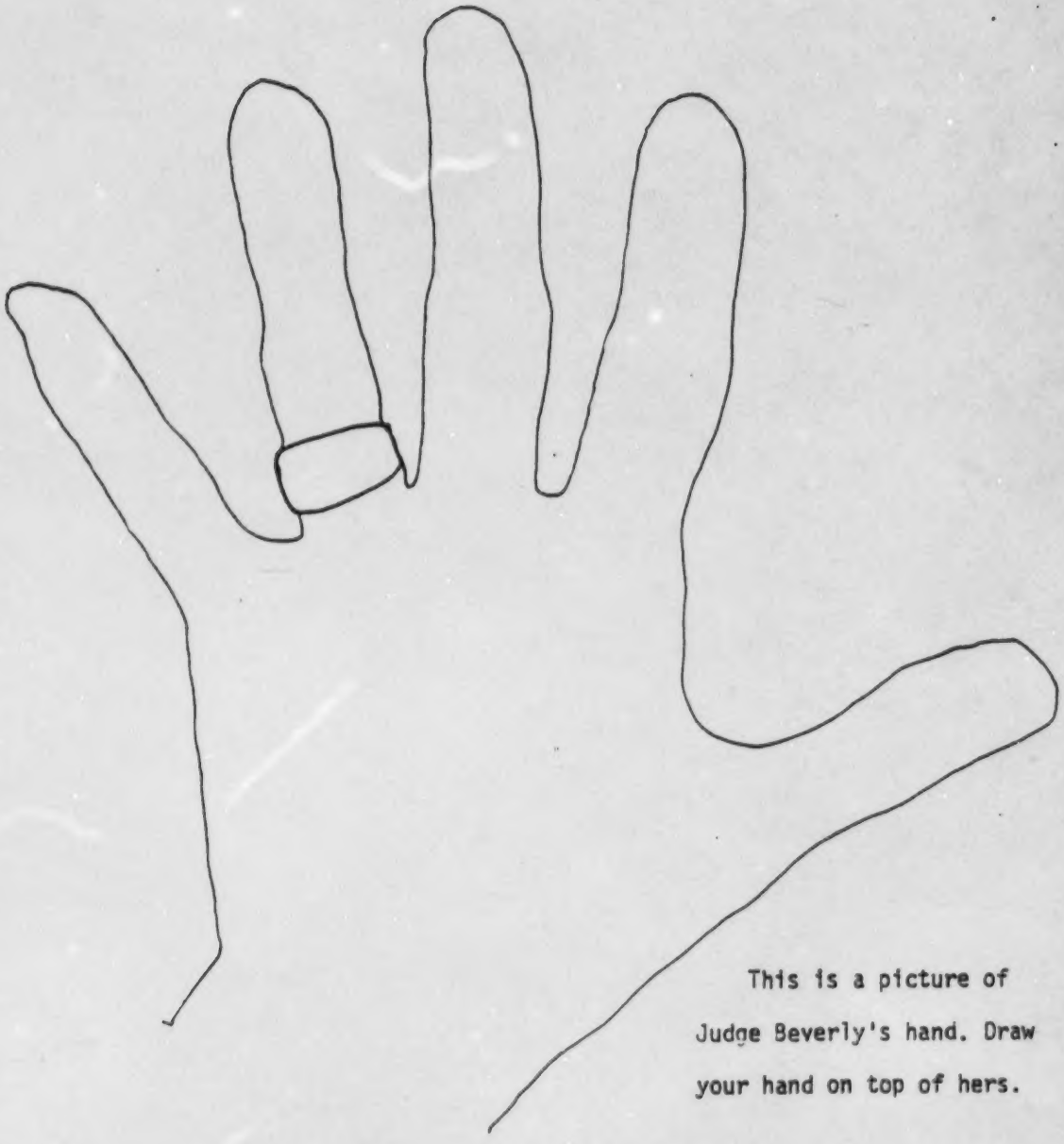
2. How many years is a circuit court judge elected to serve?

3. Membership in what organization is required of circuit court judges?

4. What do judges usually wear over their clothes in court?

5. Name one circuit court judge in Jacksonville.

6. What was Judge Beverly's occupation before she became a judge?



This is a picture of Judge Beverly's hand. Draw your hand on top of hers.

To the boys and girls of Duval County:

Thank you for giving me this opportunity to communicate with you.

I became a judge when one of our judges died and the Governor had to appoint another judge in his place. Later I was elected for a six year term. I like my job, however, it makes me very sad at times. The part I like most is working with people. The sad part of my job is being unable to make everybody happy.

When I was your age I had no idea what I was going to do when I finished school. I studied hard and played hard, and took one day at a time. So far it has turned out well.

I wish each of you the very same luck.

This is my autograph.

Virginia L. Bevers

This is my autograph.

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JUDGE VIRGINIA Q. BEVERLY

My name is Virginia Beverly and I am a circuit court judge. A judge hears and tries lawsuits. Lawsuits are disputes that people cannot settle between themselves. We hear the facts and make a decision, applying the law of Florida to the facts of each case. I was born on October 20, 1926, in Wilmington, North Carolina. I have one sister and no brothers. I have a husband, three sons and one daughter. My favorite colors are blue, green, and red. Blue is also the color of my eyes. I am right-handed. Fruit and vegetables of all kinds are my favorite things to eat. I particularly dislike liver and all greasy and salty foods. In my spare time I enjoy being with my family and friends, traveling and reading. When I was in the third grade I loved to skate, ride bicycles, fly kites, read, and go to the beach. I live in Baymeadows.

BACKGROUND STORY

COMMUNITY LEADER - Jake Godbold

Whenever people are organized in a group they need a leader. Our city government is an organized group and the Mayor is the leader of the group. The Mayor is in charge of running the city and choosing people to help him. The Mayor is elected by the people to this office for a four year term.

The person who is elected Mayor must display qualities of leadership, honesty, and dedication to the interest of making Jacksonville a better place in which to live, work, and play.

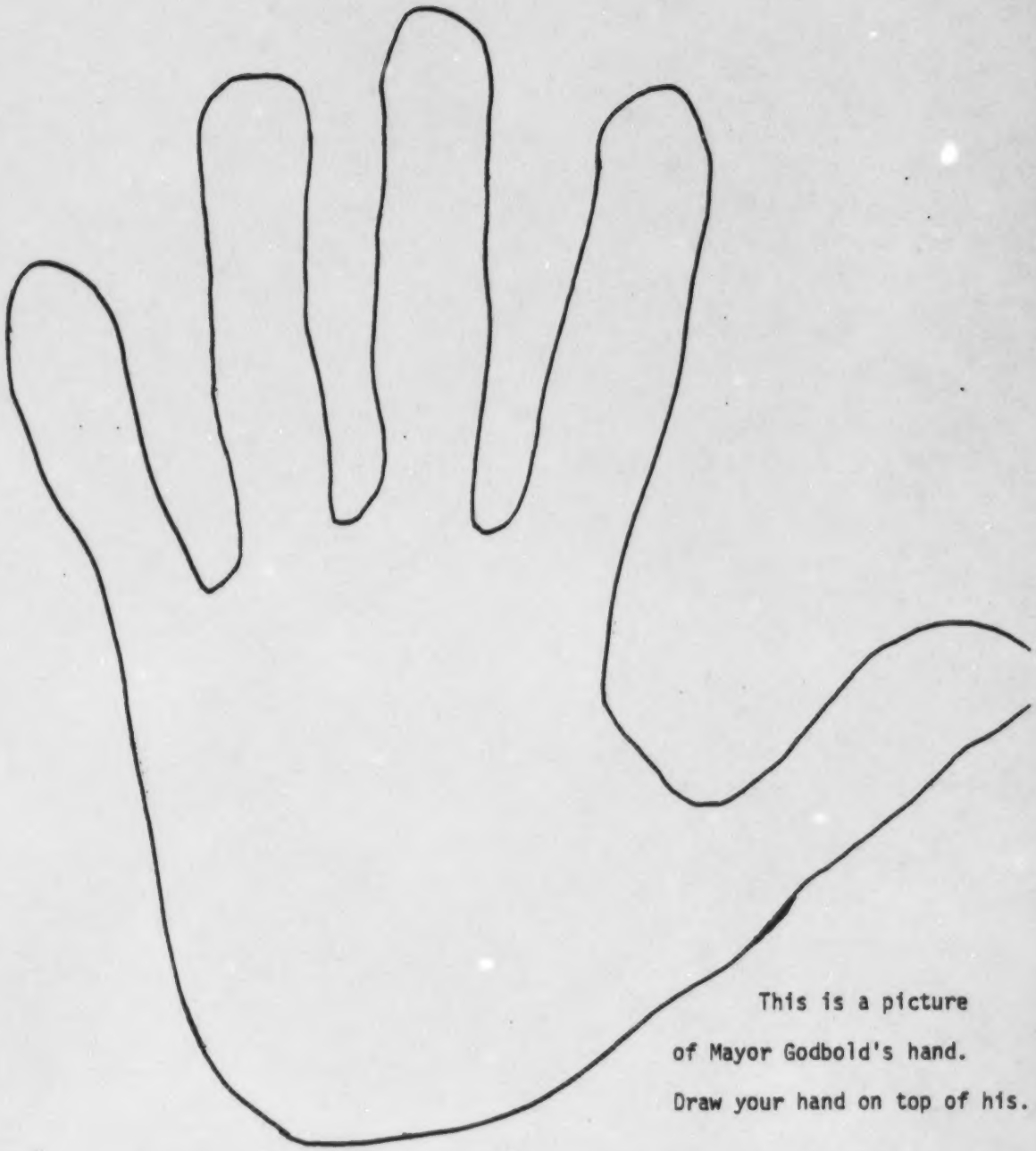
The Mayor makes a plan for the way the city's money will be spent. This is called a budget. He suggests to the City Council things that need to be done in the city. He in turn reports what is being done for the city to the Council. The Mayor may veto laws that the City Council has made.

Teacher may ask these questions:

1. What is the main duty of the Mayor?
2. How is a mayor chosen and for how long?
3. Name two qualities a person should have to be mayor.
4. What do we call a plan for spending money?
5. Name two additional duties of the Mayor.

Jake Godbold is presently the Mayor of Jacksonville. The next election will be in 1983. Mayor Godbold graduated from Andrew Jackson High School. He was employed by Independent Life Insurance Company for a number of years before establishing his own business, the Gateway Chemical Company. Mayor Godbold was a member of the City Council before being elected Mayor and served as its president two different times.

He is also an active member of civic organizations. He has served as President of Big Brothers and Boys Clubs. He is a Rotary member and has been active in both the Northside and Springfield Businessmen's Club.



This is a picture
of Mayor Godbold's hand.
Draw your hand on top of his.

To the boys and girls of Duval County:

I hope that you study your government this year and really enjoy it. After all, you are the future leaders of this great country.

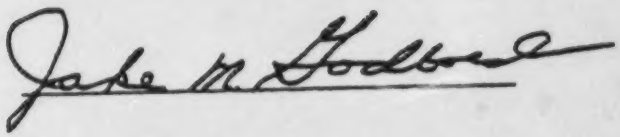
Jacksonville is a very pretty city in which to live. I hope you appreciate the wonderful weather, great people, and good government which we have here.

Just remember that we have not had democracy in this country without fighting for it. Always be thankful for this country and this fine city.

If you want to come and see how my office runs, by all means, I would love to have some of you come and see me. After all, this government is <u>your</u> government.

Jake M. Godbold
Mayor

This is my autograph.



This is my autograph.

MAYOR JAKE GODBOLD

My name is Jake Godbold and I am Mayor of the city of Jacksonville, Florida. I am a native of Jacksonville, as I was born here on March 14th. I live in the community of Oceanway with my wife and one son. I have two sisters and one brother. The color of my eyes is brown and my favorite colors are blue and green. I dislike eating cheese and creamed soups, but I enjoy eating vegetables, fish, and steak. In my free time I like to fish, swim, hunt, and work in my garden.

BACKGROUND STORY

COMMUNITY LEADER - Alan Green

Do you recognize these names? Bob Hayes, Catie Ball, Don Scholler, Artis Gilmore, Sandra Cheeseborough, Alan Green. They all have something in common. They have been a part of Jacksonville's sports community.

Jacksonville has a long history of being interested in sports. In 1886 the first regular baseball club was formed. The first Gator Bowl game was played in 1945 when Wake Forest beat South Carolina 26 to 14.

In Jacksonville no person has to do without sports. There is fishing, golfing, football, baseball, soccer, wrestling, ice skating, swimming, basketball, tennis, and sailboat racing.

Teacher may ask class the following questions:

1. What are the names of some of Jacksonville's sports teams?

2. Where are some of the places where these games are played?

3. What are some of the sports you have played?

4. Are there other sports in Jacksonville that we have not mentioned? (ex. gymnastics, racquetball)

The latest sports team to come to Jacksonville is the Jacksonville Tea Men, a professional soccer team. A professional team is where people play the game and earn money. Soccer is a game that has been played professionally in the United States since 1968. It is a sport where you don't have to be tall or weigh a lot. Some of the greatest stars have been small. They were fast and quick with their feet.

Teacher may ask class the following questions:

1. What does professional mean?

2. What skills does a soccer player need?

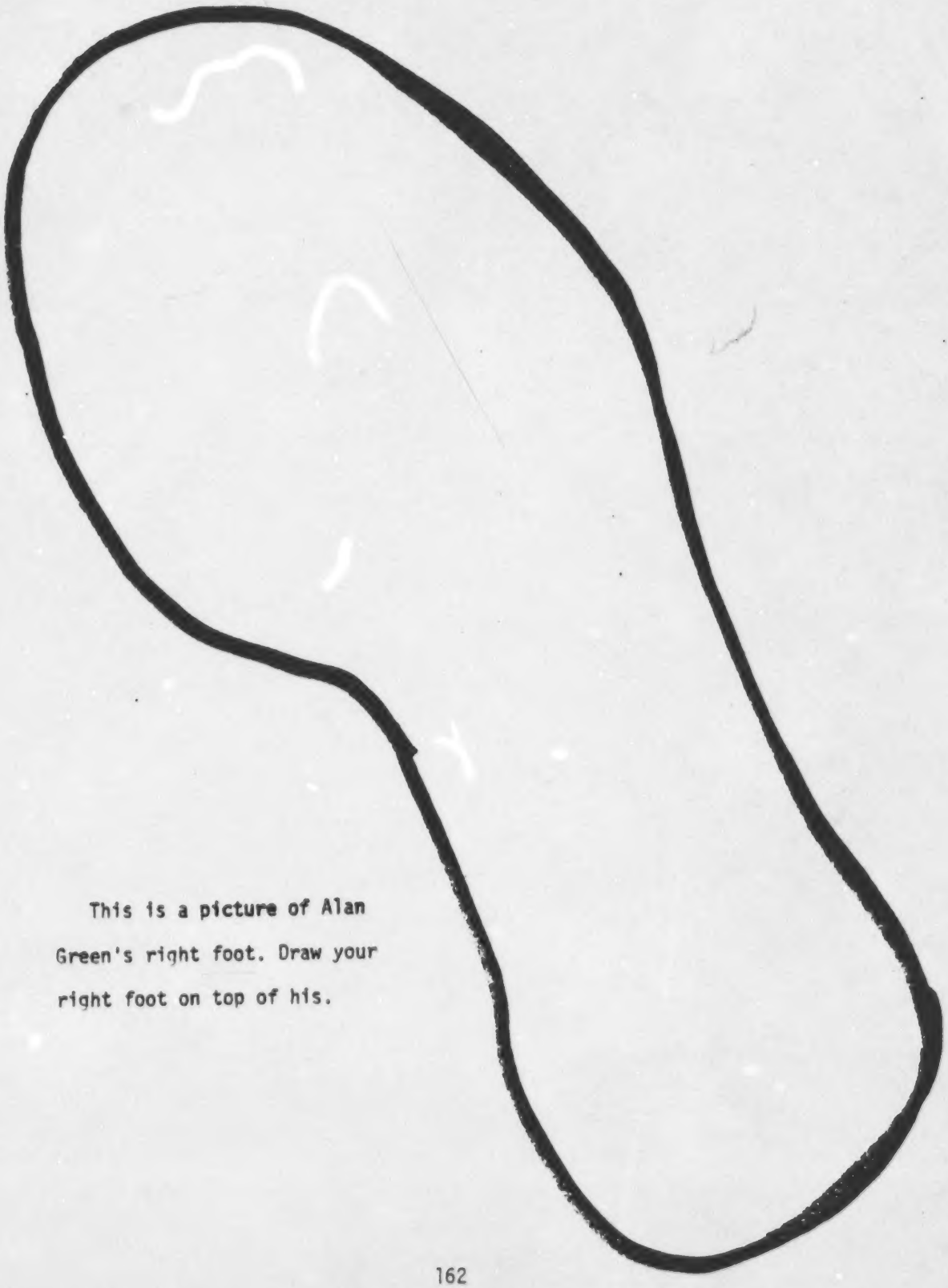
3. How long has professional soccer been in the U.S.?

4. Name of Jacksonville's professional soccer team.

Alan Green of the Jacksonville Tea Men is one of the team's leading scorers. He is a quiet person. He started playing professional soccer when he was fifteen years old. He played for Coventry City in England. He was chosen seven times for the English Youth National Team. This is like being chosen for an all-star baseball or football team.

As a member of the North American Soccer League, he is among the top twenty-five leading scorers.

He works hard to be a good neighbor and friend to the people in the community. This makes him one of our community leaders.



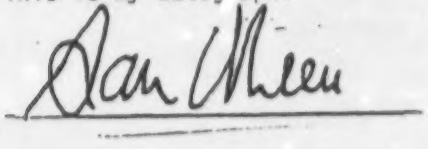
This is a picture of Alan Green's right foot. Draw your right foot on top of his.

To the boys and girls of Duval County:

I would just like to say hello to the children in the Duval County School System. I know a lot of you have come out to cheer on the Tea Men and we certainly appreciate the support. Fans can do a lot for athletes when they come to the game and give encouragement. Encouragement is very important for us to achieve success and win games.

For those of you who would like to become soccer players remember that you must start very young and practice as much as possible. I used to kick the ball around my neighborhood in England with my friends when I was growing up. So go out and have fun playing soccer!

This is my autograph.



This is my autograph.

MR. ALAN GREEN, PROFESSIONAL SOCCER PLAYER

My name is Alan Green and I am a soccer player for the Jacksonville Tea Men Soccer Club. I was born in Worcester, England, on January 1, 1954, New Year's Day. My family includes one sister, four brothers and a wife whose name is Debbie. I have blue eyes and my favorite color is brown. When playing soccer I shoot with my right foot. My favorite foods include cheese sandwiches and tea. I cannot think of any foods that I truly dislike. I enjoy listening to music and shooting skeet in my spare time. My wife and I live in "The Woods."

BACKGROUND STORY

COMMUNITY LEADER - Sallye Mathis

Have you ever wondered exactly who makes the laws of our city? We have been told that we are the government, but how could all of the people of Jacksonville get together to make our laws? First of all, it would be difficult to find a place big enough to seat all of the people. Then, can you imagine the time it would take for everybody to talk and tell their ideas to the others? As you can see, it would be next to impossible. Therefore, we elect one person to represent a group of people and speak for the group.

One such group of elected people is the City Council. They are the most important part of the legislative body of the government of the city of Jacksonville. The Council makes laws that will provide for the needs of our community. They are responsible for paying the city's bills.

The city is divided into fourteen (14) nearly equal areas and one person from each area is elected by the people in that area to represent them. Another five people from anywhere in the city are also elected, making nineteen (19) members on the City Council. They serve on the Council for four years.

A council member must display qualities of leadership, interest in people, courage, and creativity. The member must be an acceptable leader of the people in the area represented and strive to help all citizens in Jacksonville.

Teacher may ask the following questions:

1. What are the two main duties of the City Council?
2. How many council members do we have?
3. Into how many areas is our city divided?
4. How does this division relate to the number of council members we have?
5. List some of the qualities that a council member should have.

One of the members of the City Council is Mrs. Sallye Mathis. Mrs. Mathis is one of the first two women elected to the City Council in modern times and has been elected to that position four times. She

has had much experience in the city as a civic leader, business woman, church leader, and school teacher. She was also Dean of Girls at Matthew Gilbert when it was a senior high school.

She is aware of the needs of the poor and votes in their best interest. She continues to speak out for the elderly and underprivileged of every race who need a spokesperson to tell others their needs.

This is a picture of
Mrs. Mathis' hand. Draw your
hand on top of hers.

To the boys and girls of Duval County:

When I was in the third grade I didn't like to read, therefore, I didn't read well. Later as I learned to read well, I began to love and appreciate the fact that to enjoy living one should be able to read.

As a teacher I had to read often and well. As a councilwoman I still have much to read.

Am I glad I learned to read!

This is my autograph.

Dailye B. Mathis

This is my autograph.

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COUNCILWOMAN SALLYE MATHIS

My name is Sallye Mathis and I am a councilwoman on the Jacksonville City Council. I was born on May 18th in Jacksonville. My eyes are dark brown and my favorite colors are blue, pink, and yellow. My right hand is the one I use most. I love to eat candied yams, grapes, apples, smothered chicken, and shrimp salad. The foods I dislike are eggplant and cauliflower. I am allergic to scallops so I don't eat those either. In my spare time I like to read and play the piano. I have two sisters and one brother. I am a widow and I live in Durkee Gardens in the Northwest section of Jacksonville.

BACKGROUND STORY

COMMUNITY LEADER - Willis Page

The citizens of Jacksonville are fortunate to have a variety of cultural activities available to them. In 1957 the Jacksonville Council of the Arts was organized to try to get people interested in participating in cultural activities. Member groups of the Council included such groups as the Jacksonville Symphony Orchestra, the Art Teachers Association, Ballet Guild of Jacksonville, the Little Theatre, Cummer Gallery of Art, and the Opera Repertory Group.

Today, the Civic Auditorium, the Coliseum, our musical organizations, and the Little Theatre bring to the people of Jacksonville many shows in all of the performing arts. The Little Theatre is known as the oldest continuously producing theatre in the United States. The Jacksonville Museum displays works of nationally known artists as well as local artists.

There is a band stand in Hemming Park. It is now silent, but at one time bands roared out marches and light opera for the people strolling in the park.

The teacher may ask the following questions:

1. What organization was organized to get people interested in participating in cultural activities?

2. Name two member groups of this organization.

3. What is located in Hemming Park?

A symphony orchestra is a large group of musicians including brass, woodwinds, percussion, and string players organized to perform concert music. Orchestras have been used as far back as the 1600's when Italian operas called for orchestras to play along with the singers. The musicians of the orchestra are seated in a kind of semi-circle with the leader facing the group to lead them in playing the music. The leader of this musical is called the conductor.

The Jacksonville Symphony Orchestra was organized in 1949. The Orchestra's first conductor was Van Lier Lanning.

The Symphony has grown over the years. Seven pairs of concerts are presented each season for adults and three for youth. The school program given by the Symphony is known as one of the top three in

the entire country and the finest in the state of Florida. Each year the number of listeners increases. There are now over 250,000 listeners yearly.

The teacher may ask the following questions:

1. What is a symphony orchestra?
2. When were orchestras first used and for what?
3. How are the musicians in the orchestra seated?
4. What is the leader of this kind of musical group called?
5. When was the Jacksonville Symphony Orchestra organized?
6. Who was the first conductor of the Jacksonville Symphony Orchestra?

Willis Page is presently the Conductor and Music Director of the Jacksonville Symphony Orchestra. This 81-82 season is his eleventh season. He graduated from the Eastman School of Music. He has played bass for the Boston Symphony Orchestra and the Boston Pops Orchestra. Mr. Page has been the guest conductor for several United States symphony orchestras and for orchestras in Japan and Israel.

The teacher may ask the following questions:

1. Who is the present conductor of the Jacksonville Symphony Orchestra?
2. How long has he been this orchestra's conductor?

This is a picture of Mr. Page' hand. Draw your hand on top of his.

To the boys and girls of Duval County:

You are living in a beautiful city. Many of us know that Jacksonville has a great future. You will be a part of that future.

Music and the arts will always be a part of your lives. In your wonderful school system you will be taught about great books, great paintings, great architecture, great drama, and great dance. I hope you will always have the opportunity to hear great music.

The Jacksonville Symphony plays the widest variety of music, but especially the world's greatest masterpieces.

Please come and listen to us.

This is my autograph.

This is my autograph.

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MR. WILLIS PAGE, SYMPHONY CONDUCTOR

My name is Willis Page. I am the conductor of the Jacksonville Symphony Orchestra. I was born September 18, 1918 in Rochester, New York. I have three sisters and my only brother is deceased. I also have a wife and two children. My eyes are blue. Blue and green are my favorite colors. I use my right hand the most. Chicken, spaghetti, and milk shakes are my favorite foods. I am allergic to shrimp. I live at Ponte Vedra and in my free time I like to play tennis, swim, and walk.

BACKGROUND STORY

COMMUNITY LEADER - Herb Sang

For many years in Jacksonville, parents had to pay to send their children to school. In 1864 the first free public school was established in Jacksonville by Mrs. J. M. Hawk. This was also the first free public school in the state of Florida. After the Civil War, the free public schools were attended by both black and white students. In 1865 the Free School had four teachers and one hundred and fifty students.

As more and more schools were opened there was a need for someone to be in charge. In 1869 the first Jacksonville school board approved by the state of Florida was appointed. The school board is a group of people who watch and make sure the people in the schools were doing their job. This first school board built Jacksonville Grammar School on the corner of Liberty and Church. There were 742 students from four to twenty-one years of age.

The teacher may ask the following questions:

1. Where was the first free public school in Florida?

2. Who attended free public schools after the Civil War?

3. How old were the students who attended Jacksonville Grammar School?

4. Who is in charge of a group of schools?

In 1875, Duval High School was opened. This was the first school in Florida to offer a two year high school curriculum. Many other schools were built. Most of them were made of wood and burned down in the great fire of 1901.

Today, Jacksonville has many elementary, junior, and senior high schools. Jacksonville also has a school board that watches over and guides the schools. The one person who is in charge of all the schools is Mr. Herb Sang, the School Superintendent.

The teacher may ask the following questions:

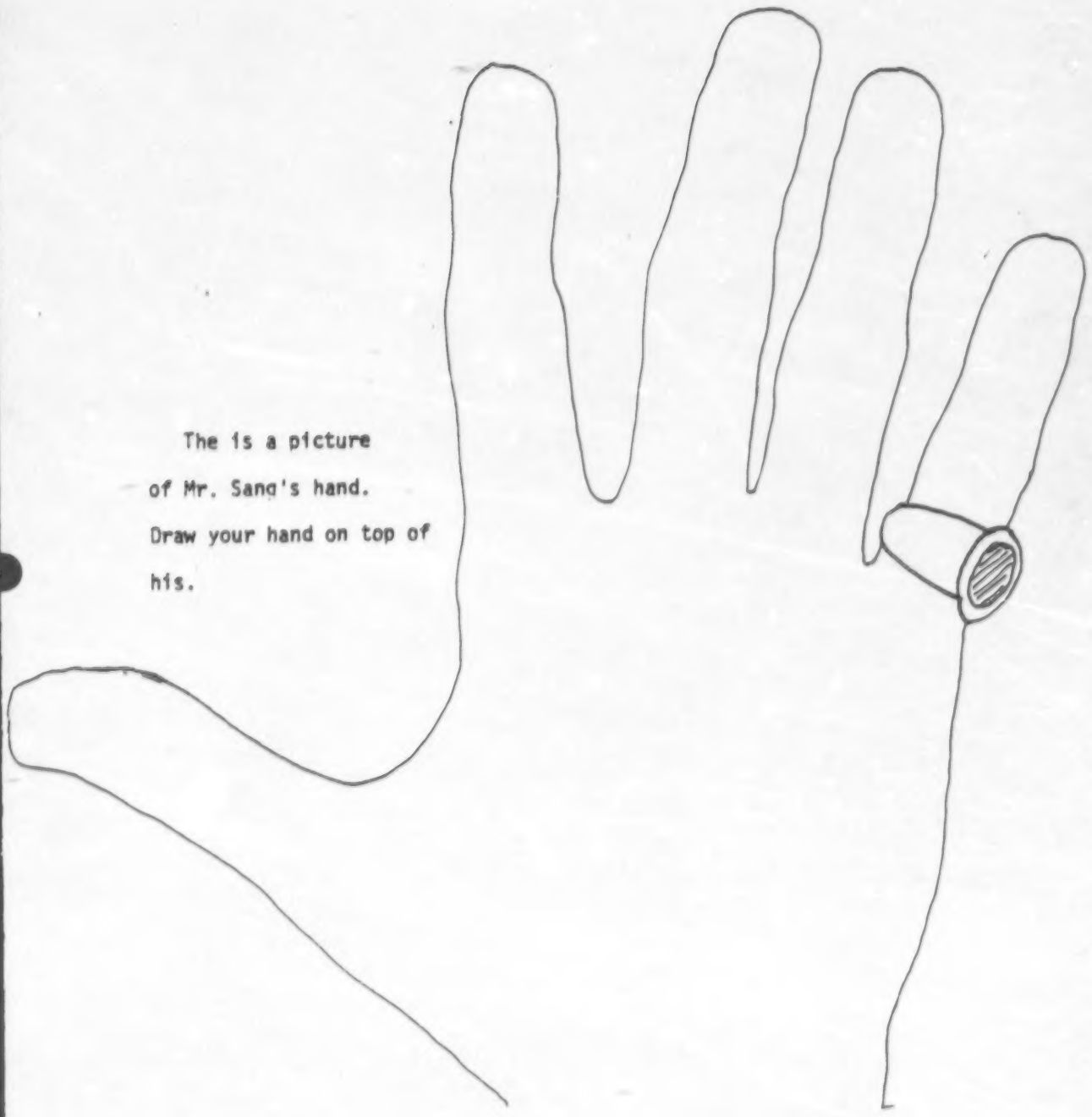
1. What happened to many schools in 1901?

2. Who is in charge of all the Jacksonville schools?

3. Who watches and guides the Jacksonville schools?

Mr. Sang has many responsibilities or duties. Some of them are: making sure that all boys and girls have good teachers, books, and other school supplies, that the school buildings are clean and safe, that there is enough money to pay all the bills, and to help parents work together with their children to make school a good learning opportunity for all.

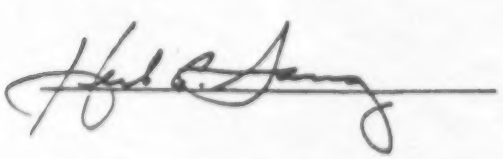
The is a picture of Mr. Sang's hand. Draw your hand on top of his.



To the boys and girls of Duval County:

"School is a very important part of your life. It is where you meet friends, play sports, and learn about the world you live in. Your principal and teacher are there to help you. They have a lot of important information for you to know. You should always listen to them. Many of your brothers and sisters have won awards in sports and academics. I hope in a few years to present an award to you for being the best in Duval County."

This is my autograph.



This is my autograph.

HERB A. SANG, SUPERINTENDENT

My name is Herb Sang and I am Superintendent of Duval County Public Schools. My interests and what I consider my biggest assets in the business world are leadership and management. I was born on November 11th, in Van Buren, Missouri. I have one brother and no sisters. My wife and I live in the Arlington community and we have one daughter and one son. I use my right hand most. My eyes are blue and my favorite colors are blue, tan, and grey. I enjoy fishing in my free time, however, I dislike seafood. I particularly like steak, potatoes, and apple pie.

SUGGESTED TEACHER QUESTIONS TO GO ALONG
WITH MESSAGES FROM COMMUNITY LEADERS

Judge Virginia Beverly

1. Who appointed Judge Virginia Beverly to be a judge?
2. What does Judge Beverly like most about her job?
3. What part of her job makes her sad?
4. When Judge Beverly was in third grade, did she know what she wanted to become? Do you know what you want to be?
5. What does Judge Beverly wish for the boys and girls of Duval County?

Mayor Jake Godbold

1. What does Mayor Godbold want us to study this year?
2. Who does he say are the future leaders of America?
3. Name some of the reasons that we should appreciate living in Jacksonville.
4. Who owns the government?

Soccer Player Alan Green

1. What does encouragement mean?
2. How can fans encourage players at sports games?
3. Why is encouragement important? Have you ever received encouragement?
4. What is the most important thing you need to do to become good at a sport?
5. When should you start practicing?
6. Even if you don't want to become a soccer player, what can you have when you play the game?

Councilwoman Sallye Mathis

1. According to Mrs. Mathis, what is usually true if you do not like to read?
2. How did her attitude change when she learned to read well?
3. What is one way to get more enjoyment out of life?
4. What is one quality shared by teachers and council members?
5. What suggestion do you think Mrs. Mathis would have for school students?

Willis Page, Symphony Conductor

1. What kind of future does Willis Page say Jacksonville has?
2. What two things does he feel will always be a part of your lives?
3. Name at least three things he told you would be taught in your school system.
4. What opportunity does he wish you always have?
5. What kind of music does the Jacksonville Symphony mainly play?

Herb Sang, School Superintendent

1. What is an important part of your life?
2. Name some of the things you do at school.
3. Who do you listen to at school?
4. Why may you get an award when you are older?

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